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ABSTRACT

Profiles are presented of 30 programs and practices that were developed by the 1987 recipients of the New Jersey Governor's Teacher Grants in the following categories: drama and music; reading and writing; science; social sciences; social skills/special education; study skills; and technology. Each profile provides essential information under the following headings: (1) Program Overview--a description of the students, the classroom activities, the teacher's instructional approach, and the course content; (2) Program Objectives--a statement of both short- and long-term goals; (3) What the Research Says--a summary of research findings that support this particular instructional approach; (4) Program Effectiveness--a description of the kinds of assessments used to evaluate the program, along with program results; (5) Special Resources--a listing of the equipment, materials, staffing, and space that may be required to implement the program; (6) Scheduling Requirements--a statement of the kind of scheduling needed to implement the program; (7) Further Information--the names of persons to contact to obtain more information or to order a copy of the complete program packet; and (8) Notes--bibliographic information on the research cited. (JD)

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NEW JERSEY
GOVERNOR'S TEACHER GRANT PROGRAMS

1987 Program Overviews

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NEW JERSEY STATE DEPARTMENT OF EDUCATION
Division of General Academic Education

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NEW JERSEY
GOVERNOR'S TEACHER GRANT PROGRAMS

1987 Program Overviews

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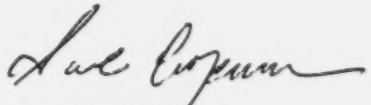
Foreword

The New Jersey Governor's Teacher Grant program was established in 1985 both to applaud the initiative of dedicated teachers and to enable them to share their ideas and effective instructional methods with colleagues in other school districts.

During the past two years, the 1987 Governor's Teacher Grant recipients have used grant funding to evaluate their programs and prepare materials for dissemination to all schools and teachers in the state. In sharing their innovation and expertise, these teachers support efforts of the New Jersey State Department of Education to improve the effectiveness of instruction and thereby to enhance student learning.

Profiles of these programs and their outcomes are presented in this document in order to acquaint educators with this rich source of teacher-developed instructional practices. We are grateful for these efforts, which ultimately benefit our young people.



Saul Cooperman
Commissioner

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Introduction

The New Jersey Governor's Teacher Grant program, which was established by Governor Thomas H. Kean and Commissioner Saul Cooperman in 1985, has a dual purpose:

1) To recognize teachers who have developed programs and practices that have proven effective in promoting student learning, and

2) To share these teacher-developed ideas and methods with teachers and other educators throughout the state.

The programs described in this document result from the dedication of the 49 recipients participating in thirty two-year grants awarded in 1987.

The profiles that follow provide only a brief overview of the efforts of these teachers during the last two years to evaluate their practices and to prepare materials for dissemination to interested districts statewide. The profiles have been prepared according to a consistent format that indicates the content area and grade level(s) in which the programs were implemented. Although some may use these indicators to locate programs designed specifically for their own grade level and content area, readers are encouraged to examine the descriptions of other programs, as well. They may find a wealth of useful ideas and methods in programs throughout the catalogue.

Each profile that follows includes information on the following:

Program Overview - a description of the students, the classroom activities, the teacher's instructional approach, and the course content.

Program Objectives - often a statement of both short- and long-term goals.

What the Research Says - a summary of research findings that support this particular instructional approach.

Program Effectiveness - a description of the kinds of assessments used to evaluate the program, along with program results.

Special Resources - a listing of the equipment, materials, staffing, and space that may be required to implement the program.

Scheduling Requirements - a statement of the kind of scheduling needed to implement the program.

Further Information - the name of the individual(s) to contact to obtain more information or to order a copy of the complete program packet (including a program description, teacher materials, and student materials).

Notes - bibliographic information on the research cited.

Following this material is an alphabetized index of the 1987 recipients and the page number where their program profiles can be found in this catalogue, as well as an index of 1986 recipients and programs that are available for replication. People interested in finding out more about any of the programs named in this document should contact districts directly.

THEATREWORKS - Communications through the Arts

DEVELOPED BY: Diana Dohrmann

PROGRAM OVERVIEW

Theatreworks, which is based on many of the concepts of cooperative learning, is a communications development workshop for elementary school students. Taught by high school student directors as part of their high school course requirement, this program is offered in after-school workshops at each participating elementary school.

The enrolled high school students are trained in the needed skills during a regularly scheduled theatre course (although the program can be adapted to a language arts class or extracurricular activity). After initial training, the new directors spend one hour weekly at an assigned elementary school directing a group of youngsters. The session of eight weekly workshops culminates in an actual production.

The Program Director (teacher) meets once a week with the high school students to teach them how to become directors. The student directors, in turn, instruct their assigned groups of six to eight elementary players in fun, fast-paced theatre activities that are designed to capture and hold the interest of their players while teaching important communications skills. Each weekly after-school session includes specific skill development activities and rehearsal of educational plays. The workshop session of each school concludes with one evening performance for family and friends and a school assembly. Two sessions are held at each school during the academic year.

PROGRAM OBJECTIVES

With *Theatreworks*, "show business" is the vehicle, not the goal. By starting with simple theatre, confidence and creative talent develop; and gradually assertive communication will interact with all subjects of the curriculum.

To achieve this aim, elementary participants will: develop effective communications skills; gain greater overall self-awareness and self-confidence; reinforce listening, concentration, and discipline skills; and develop creative skills.

The high school students will: reinforce confidence as communicators; build leadership and organizational skills; increase their sense of responsibility; gain confidence and experience in working with younger students; and develop creative skills.

WHAT THE RESEARCH SAYS

"Theatre, like good science or practical problem solving, requires tremendously flexible thinking" (Perkins, 1982). Children have no difficulty making the leap from their everyday selves to imaginary character roles. When they pretend to be a fairy princess, a bird in flight, or the President of the United States, their inhibitions disappear; and they learn to present an image of confidence with well-projected, modulated voices. "The spontaneity of theatre is the time of discovery, of experiencing, of creative expression" (Spolin, 1963). "The process of theatre shapes the players' sensitivities, their human understanding, their creative potential, and hence, the course of their lives" (Crosscups, 1966).

Working cooperatively towards a performance goal, students learn to function amicably within a group. Their abilities to concentrate become more intense, and with that their sense of maturity and discipline improve. During the last decade, research has provided strong support for the view that children gain a good deal from working together on tasks (Tudge & Caruso, 1988). Cooperative tasks are more likely to motivate students to learn and, as a result, improve achievement (Newman & Thompson, 1987).

PROGRAM EFFECTIVENESS

Four hundred elementary and 75 high school students were included in the evaluation of this program. The evaluation included pre/post workshop self-evaluations, interviews and advisor (teacher) observations, and the performances themselves. Positive gains were realized in all program learning objectives.

Some student responses were:

"I learned about teamwork - to trust others, to share feelings, to listen to others' opinions, to compromise, and to show consideration and patience."

"I learned how to take deep breaths, concentrate, be calm, and keep saying to myself -- I know I can do it."

"I learned to respect people."

"I feel more sure about things, more courageous to tell people about my own ideas. I would love to teach."

SPECIAL RESOURCES

Having a staff member serve as a teacher/program director is basic to the implementation of this program. Bus transportation to the elementary after-school workshops is also basic to the program for the high school directors. Other requirements include: instructional manuals; play scripts; supplies for props and costumes; a video camera; and a multipurpose room or auditorium for the presentations.

SCHEDULING REQUIREMENTS

One weekly 45-minute lesson (as part of a scheduled course) is needed to provide inservice to the high school student directors, as well as the 16 one-hour after-school workshop sessions at each participating elementary school.

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Crosscups, R. (1966). Children and dramatics. New York: Charles Scribner.

Newman, R., & Thompson, J. (1987). Effect of cooperative learning on achievement in secondary schools: A summary of research. Madison: University of Wisconsin.

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Spolin, V. (1963). Improvisation for the theatre. Northwestern University Press.

Tudge, J., & Caruso, D. (1988, November). Cooperative problem solving in the classroom: Enhancing young children's cognitive development. Young Children.

MAGICC: Music Activities for Growth in Creativity and Cooperation

DEVELOPED BY: Lynda Baloche

PROGRAM OVERVIEW

MAGICC is an innovative curriculum that has two primary goals: to develop creative thinking and problem solving and to promote group cooperative skills. As a curriculum, it is meant to complement the instrumental, listening, and song activities commonly used in music classrooms and to stretch the traditional bounds of music education to include creative movement, fantasy, imagery, poetry, and language experiences. As a model, *MAGICC* offers an alternative view of the purpose and structure of the music classroom and provides teachers with complete "lesson plans" for implementing classroom activities, as well as suggestions for ways to foster a classroom atmosphere of creativity with modeling, warm-up, monitoring, feedback, and evaluation. These help to structure the classroom for productive learning and assist teachers in targeting and teaching appropriate social skills. Although some activities are teacher-directed, whole-class activities, many are small-group activities based on the cooperative learning model of David Johnson and Roger Johnson.

PROGRAM OBJECTIVES

Although the fundamental instructional objectives of *MAGICC* are to develop creative thinking and problem-solving skills and to encourage group cooperative skills, *MAGICC* has musical objectives, as well. These include the development of grade-appropriate knowledge and skills in the basic elements of music (rhythm, melody, form, and tone color), as well as skills in poetry reading, lyric writing, visualization, pantomime, and aspects of creative movement.

WHAT THE RESEARCH SAYS

Goodlad has observed a "gap between the rhetoric of individual flexibility, originality, and creativity...and the cultivation of these in schools" (1983, p. 24). Similarly, Rogers has expressed concern with the reliance on static knowledge and the consequent neglect of process in American education institutions (Silberman, Allender, & Yanoff, 1976, p. 32). Meaningful education, according to many, requires "an experimental and reality-based learning process which provides opportunity to make choices" (Nakata, in Weinberg, 1972, p. 243). In decision making is "intrinsic education;" it is "learning your identity...learning what to choose and what not to choose" (Maslow, 1968, pp. 72-73).

Amabile (1983) and Torrance (1963a) agree that problem solving is related to creativity; in fact, not only problem solving, but problem discovery seems to be an important part of the creative process. Similarly, Perkins maintains that creative thinking and critical thinking are closely related, and that "the creative thinker has to be critically aware, because creative thinking, except in the simplest situations, involves the generation and sifting of possibilities and reworking them" (Brandt, 1986, p. 15). But this process-oriented, problem-solving view of creativity is perhaps best summed up by Torrance. Creativity, as he defines it, is "a process of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements, disharmonies, and so on; identifying the difficulty; searching for solutions, making guesses, or formulating hypotheses about the deficiencies; testing and retesting these hypotheses and possibly modifying and retesting them; and finally communicating the results" (1965, p. 6).

Herbert Thelen, like Goodlad, has observed a "rejection [in school today] of those dialectical processes of social interaction that are necessary for students to seek identity, find personal meaning in experience and learn to be effective participants in society" (1981, p. 10). In Thelen's terms, the "rejection of these processes would seem to limit very seriously the opportunity of students to 'become educated'" (1981, p. 10) which means for an individual, "a process of individual 'unfolding' and self-realization" (p. 66), while it means, for a class or group, moving towards "supportive personal relationships" (p. 96). The opportunity to establish cooperative relationships is then, in Thelen's view, critical and crucial to effective and meaningful education.

PROGRAM EFFECTIVENESS

The program was evaluated for effectiveness using two standardized instruments, *Sounds and Images* and *Classroom Life*, in a pre- and posttreatment design with both experimental and control groups. The study was conducted from September through May of the 1987-88 school year.

Creativity (as measured by *Sounds and Images*) increased significantly more ($p < .001$) for students in the experimental group than for students in the control group. On the *Classroom Life* instrument, similar findings in favor of the students in the program were noted for perceptions of cohesion, student academic support, fairness of grading, resource interdependence, goal interdependence, and cooperation (all $p < .01$), as well as for teacher personal support ($p < .027$).

SPECIAL RESOURCES

No special materials beyond a copy of the *MAGICC* curriculum and simple classroom supplies, such as newsprint, markers, and index cards, are required to implement the program.

SCHEDULING REQUIREMENTS

The program can be used for as little as one half hour per week or as a course of supplemental activities throughout the school year.

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Amabile, T.M. (1983). The social psychology of creativity. New York: Springer-Verlag.

Brandt, R.S. (1986, May). On creativity and thinking skills: A conversation with David Perlains. Educational Leadership, 43(8), 12-18.

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Silberman, M.L., Allender, J.S., & Yanoff, J.M. (1976). Real learning: A sourcebook for teachers. Boston: Little, Brown.

Thelen, H.A. (1981). The classroom society. New York: John Wiley.

Torrance, E.P. (1965). Rewarding creative behavior. Englewood Cliffs, NJ: Prentice-Hall.

_____. (1963). The creative personality and the ideal pupil. Teachers College Record, 65, 220-226.

Weinberg, C. (1972). Humanistic foundations of education. Englewood Cliffs, NJ: Prentice-Hall.

Music and Computers

DEVELOPED BY: Paul Stefany

PROGRAM OVERVIEW

At the beginning of this course, students are introduced to selected music fundamentals and symbols through the use of commercially available computer programs. After mastering some of the fundamentals, the students are introduced to the electronic piano keyboard and encouraged to learn key names, simple scales, and chords and to experiment with the many sounds they can create. The students continue to use the computer to practice what they have learned, creating simple melodies to establish their note-reading abilities and selecting a piece of music which they record and store on the computer sequencer that is interfaced with the electronic piano keyboard.

After completing their recordings, the students develop them further, applying more advanced music concepts to add harmony to their melody, select the style of accompaniment, assign sounds (timbres) to each part, select a rhythm pattern, and set the tempo. The playback of their arrangement is both musically interesting and personally rewarding to them.

All students, including mainstreamed special students, have participated successfully in *Music and Computers*, a program that was designed to fulfill the general music requirement for students in a middle or junior high school setting.

PROGRAM OBJECTIVES

The course seeks to increase students' knowledge of music theory and their skill in applying that theory to create original musical arrangements. In applying the music theory, the students learn to use contemporary technology to make music in a creative and meaningful way.

WHAT THE RESEARCH SAYS

Chopp (1986) advocates the knowledgeable selection and prudent use of computer software to supplement and enhance the teaching of music. Roberts (1988) states that computers offer new and exciting ways to learn. Children can work at their own pace, consult with others, change their minds, experiment with alternatives, and challenge themselves so that real learning takes place. Others, including Wilkens (1987), point to the advantages of immediate feedback and error correction that the computer offers, over the delayed feedback that follows hours of traditional student practice. The teacher is relieved of the need to present repetitive drills, and the neutral tool of the computer is less threatening than the traditional school music environment for these middle school students who are just beginning to develop a sense of themselves and of their place in society. It may be this factor that accounts for why Deutsch (1988) can report such remarkable results in the middle school when students, who have not had the "traditional" background, have begun playing and composing in an electronic lab.

PROGRAM EFFECTIVENESS

The formal evaluation of the program focused on knowledge of music theory as measured by a teacher-designed test. Eight groups, with a total of 170 students, showed consistent and statistically significant gains in music theory.

Although not included as a formal finding of the study, the teacher's observation is that the enthusiasm of the students and their proficiency in composing and arranging after only 23 classes of instruction are remarkable.

SPECIAL RESOURCES

The teacher must have a willingness to accept the use of technology and a desire to learn its capabilities. Equipment needs include an Apple II+, IIe, IIc, or IIGS computer; a MIDI workstation (MIDI keyboard, sound module, interface card of computer); small electronic keyboards; amplification system; headphones; appropriate audio and MIDI wires; and selected computer software.

SCHEDULING REQUIREMENTS

The current program was implemented in 23 class periods over a span of 4 1/2 weeks, the time assigned to general music for 7th-grade students.

FURTHER INFORMATION

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NOTES

Chopp, J.M. (1986, December). The computer: Integrating technology with education. Music Educational Journal, 22-25.

Deutsch, H.A. (1988, November). Music education: Pondering the futures. Music, Computer, and Software, 40-44.

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Building Bridges: Teachers and Parents Together

DEVELOPED BY: Teresa Dioguardi, Isabelle Baker, and Regina Coopersmith

PROGRAM OVERVIEW

The program developers of *Building Bridges* have created a library of home activity kits that parents use with their children to promote development of the language skills necessary for learning to read. Each kit is self-contained and includes a book and all other materials needed to complete the activity. Some of the packets include puppets to promote listening and oral language skills, pictures to stimulate questioning, and stories to develop problem-solving skills. The kits are available to students and parents upon request. There is no specific time limit on the use of the kits, and parents are encouraged to use them as long as they are needed. This voluntary program helps to develop skills through shared experiences between parents and children. It also helps to strengthen the parent-school partnership.

PROGRAM OBJECTIVES

In addition to reinforcing and improving their readiness skills, students participating in *Building Bridges* will show improved curiosity; self-direction; determination; and responsibility. The varied activities included in the kits are designed to develop purposeful listening, decision-making skills, concepts of comparison and contrast, and ability to follow directions.

WHAT THE RESEARCH SAYS

Current research on parent involvement in schooling provides strong evidence that using parents effectively as a valuable resource both improves children's attitudes toward learning and enhances their academic progress (Fotheringham & Creal, 1980). Home environments where the importance of education is stressed help to instill a feeling of self-worth and a respect for others, and parents' high expectations become their children's goals (Parsons, (1981). Three reports from the National Commission on Excellence in Education emphasize the need to involve parents in their children's learning. In *First Lessons* (1986), Secretary of Education, William Bennett, states that "parents belong at the center of a young child's education and that the single best way to improve elementary education is to strengthen the parents' role in it." *Time for Results* (1986) reports that "a child's parents provide motivation, values, and a positive environment that increases academic achievement." *What Works* (1986) affirms that "parents are the child's most influential teacher." As a result of the research in this area, curriculum developers suggest that teachers institute programs in which parents are included as active partners to promote the learning of younger students.

PROGRAM EFFECTIVENESS

Assessment of this program consisted of administering the *Bracken Basic Concept Scale* to 99 kindergarten students prior to and after implementation of the program. In addition, parents and teachers were given questionnaires to gauge their attitudes on the effectiveness of the program.

Results indicate the following:

- students who participated in the program increased their concept age;
- those who used the kits more frequently showed a greater increase in their test concept ages;
- parents are interested in using materials to increase their children's readiness skills;
- teachers noted a marked improvement in students' comprehension, recall of story sequence, and vocabulary during story telling.

SPECIAL RESOURCES

Kits and a place to house them are required for the implementation of this program. It is also necessary to inform the parents of the value and availability of the materials.

SCHEDULING REQUIREMENTS

As this program takes place at home after school hours, the only time needed during the school day is for the checking in and out of the kits and for recordkeeping.

FURTHER INFORMATION

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NOTES

Fotheringham, J.B., & Creal, D. (1980). Family socioeconomic and educational-emotional characteristics as predictors of school-achievement. Journal of Educational Research, 76, 311-317.

National Commission on Excellence in Education. (1986). First lessons. Washington, DC: United States Department of Education.

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Parson, J.E. (1981). The development of achievement motivation (Reprot No. 117). Ann Arbor, MI: University of Michigan, Developmental Pyschology Program.

Story Lunch Read-Aloud Program

DEVELOPED BY: Louise Sherman

PROGRAM OVERVIEW

The *Story Lunch Read-Aloud Program* is a voluntary program designed to enrich students' language ability and appreciation of literature by increasing their listening skills, expressive and receptive vocabularies, familiarity with the elements of good fiction, and motivation to read. In addition, the program has eased crowded conditions in school cafeterias and provided a quiet, restful interlude that refreshes children and enables them to work and learn more efficiently in the afternoon school session.

Children in the program purchase their lunches in the school cafeteria (or bring bag lunches), then go to one of the rooms in the school where the *Story Lunch Read-Aloud* sessions are held. There they sit on gym mats or a plastic drop cloth, eat lunch, and listen to a story for the same length of time the children would normally spend in the cafeteria. The books read include classics of children's literature, books by outstanding and award-winning authors, and popular titles. After the *Story Lunch*, the children join the cafeteria children for recess.

PROGRAM OBJECTIVES

Children who participate in this program will: increase their interest in and appreciation of reading and good literature; improve their listening skills; broaden their reading interests and tastes; develop mental imagery; develop knowledge of fiction and literary skills; increase their awareness of the sound of language and sentence patterns; and increase receptive and expressive vocabulary.

WHAT THE RESEARCH SAYS

Numerous studies document the value and importance of reading to children. Durkin (1966), Chomsky (1972), and Fox (1985) all found that being read to was the most important determinant not only of whether or not a child learns to read at an early age, but of the child's readiness to learn to read in school as well. Mason and Blanton (1971) found that children will make better selections for their own reading if they have been read to--choosing books they have heard or ones that are similar. Harkness (1981), McCormick (1983), and Williams (1986) reviewed research on the effects of reading aloud; and all three found that it has a positive effect on language development, reading interests, attitudes, and eventual reading achievement.

PROGRAM EFFECTIVENESS

Evaluation of this program consisted of student and parent questionnaires. Responses to the student questionnaire, administered to both elementary and middle school students who had been involved in the program, were favorable. Most middle schoolers wished that there was a *Story Lunch* program at their current school, and those still at their elementary school responded that they would sign up for additional sessions.

The responses of the parents were also very positive. Parents credited the program with broadening their children's reading tastes, increasing their interest in reading, and developing vocabulary and listening skills.

In addition, it was found that books read in *Story Lunch* circulated five times as frequently in the year they were read and the following year than they had the previous two years.

SPECIAL RESOURCES

Physical resources for implementing this program include a room where 20-25 children can sit comfortably on the floor, floor mats, sponges, and plastic trash bags or containers, as well as a library from which to borrow books.

The availability of adult readers is paramount to this program. Parents, adult volunteers, lunch-time reading aides, and district staff would all contribute and benefit from the experience.

SCHEDULING REQUIREMENTS

The children join peers in a 30-minute session of *Story Lunch*. The program has several daily sessions, each in effect for a total of 24-27 weeks. In scheduling the program, allow at least 15 minutes of eating time and a few minutes for clean up.

FURTHER INFORMATION

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NOTES

Chomsky, C. (1972). Stages in language development and reading exposure. Harvard Educational Review, 42, 1-33.

Durkin, D. (1966). Children who read early. New York: Teacher's College Press.

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Mason G., & Blanton, W. (1971). Story content for beginning reading instruction. Elementary English, 48, 793-96.

McCormick, S. (1983). Reading aloud to preschoolers age 3-6: A review of the research. Reading Horizons, 24(1), 7-12.

Williams, C. (1986). What research says about the effect of oral reading on reading achievement. (ED 274 947)

Read at Home

DEVELOPED BY: Dorothy Foulks

PROGRAM OVERVIEW

Developed for use in a whole-class setting, *Read at Home*, a voluntary component of a traditional reading program, is designed to strengthen the partnership between home and school in an effort to increase student learning. Each student selects a book from the wide assortment at the *Read at Home* table. The book is read by, or to, the student at home; and the *RAH* folder, signed by an adult that evening, is returned to class the next day. The individual folders are reviewed by the teacher each morning. The process is repeated daily.

PROGRAM OBJECTIVES

Children who participate in the program will: increase the time spent reading at home; develop a positive attitude toward reading; further their development of reading skills; and increase the interest and involvement of parents in their children's reading and learning.

WHAT THE RESEARCH SAYS

Research abounds with studies that assess reading to children at home as beneficial. Former Secretary of Education, William Bennett (1986) states that "The single best way to improve elementary education is to strengthen the parents' role in it." The United States Department of Education (1986) reports that children who read more or are read to at home have better attitudes toward reading and make greater gains in reading and comprehension. In a study of Israeli kindergarteners, Feitelson and Goldstein (1986) report that in schools where children tended to succeed in learning, the kindergarteners had access to far more books in the home and were read to far more often than children in schools with less successful learning environments. Benjamin Bloom (in Koerner, 1986) contends that almost all children can learn to read automatically if the school and home work together to build a strong interest in reading and if the parents can read with their children about four hours per week.

PROGRAM EFFECTIVENESS

The *Iowa Test of Basic Skills*, administered to 17 students involved in the program, showed a mean growth of 4.5 NCE points in word analysis and 9.9 NCE points in vocabulary during a 12-month period.

Informal evaluation, consisting of analysis of the *RAH* folders, parent questionnaires, and results of the *Heathington Primary Scale-Attitudinal Survey*, indicated more positive attitudes towards reading and a very dramatic increase (700 percent) in the number of books read at home over the previous year.

SPECIAL RESOURCES

Implementation of this program requires a collection (a minimum of 200) books appropriate for the age and interest level of the students, as well as individual folders for keeping log sheets of books read and a bookcase or table for displaying the books.

Basic to this program, too, is parent/adult participation at home.

SCHEDULING REQUIREMENTS

After a parent meeting to explain the program, the *Read at Home* program requires only ten minutes daily to allow children time to select a book. The time spent at home reading the selection varies. Although a voluntary program, all of the children in this class and their parents are participants.

FURTHER INFORMATION

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NOTES

Bennett, W.J. (1986). First lessons. Washington, DC: U.S. GovernmentPrinting Office

Feitelson, D., & Goldstein Z. (1983, August). Patterns of book ownership and reading to young children in Israeli school-oriented and nonschool-oriented families. The Reading Teacher, 924-929.

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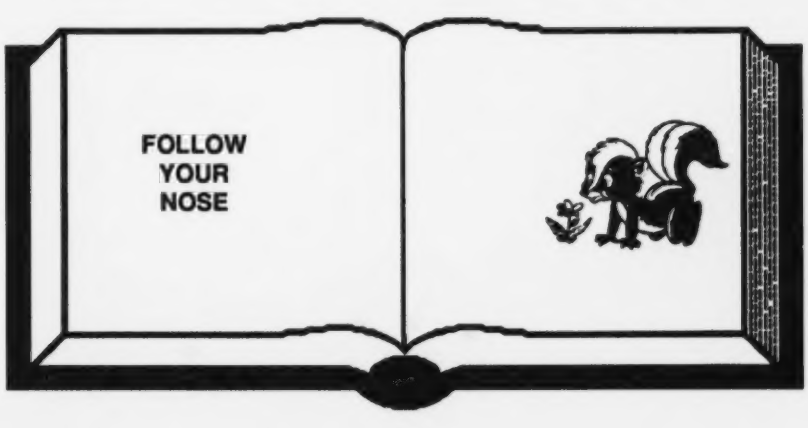

Project F.I.E.L.D.
(Five Senses Internalize Experiences for Language Development)

DEVELOPED BY: Lillian Augustine, Joan Benus, and Blanca Briscese

PROGRAM OVERVIEW

Project F.I.E.L.D., a component of a full-day kindergarten with students from a low socioeconomic community, provides sensory activities that serve as the basis for skill development in listening, speaking, writing, and reading. The full-day program allows for field trips and the kinds of concrete experiences that broaden knowledge and promote language development: tasting, touching, smelling, listening, and hands-on activities. Integral to the program, these field trips serve to initiate units of study interrelated across the disciplines: SEASONS (Apple Orchard, Pumpkin Patch, Turkey Farm, Evergreen Nursery, Visit with Santa), COMMUNITY HELPERS (Post Office, Police, Fire, First Aid Stations), ANIMALS (Zoo, Farm, Circus), TRANSPORTATION (Rides on Bus, Train, Ferry).

Well-formulated and purposeful, these field trips provide substantive learning experiences that are crucial in developing language skills. Upon returning to school, the children become communicators of their shared experiences in follow-up discussions and synthesizing activities. It is this sharing and interaction between peers, both during and after the trips, that enables the children to become comfortable with themselves, with others, and with their environment. Communication is facilitated when what children hear in class seems "real" because they have observed it firsthand.

PROGRAM OBJECTIVES

The goal of the program is to help children become cognizant of their senses while learning through them. As they learn, the students acquire a working vocabulary and facility in the use of correct English, demonstrate an interest in written language, and learn to retell their experiences in sequential order.

WHAT THE RESEARCH SAYS

Lockette (1977) advocates that young children manipulate and explore their environment to obtain the concrete sensory experiences that underlie readiness for learning and language development. "When a child learns a new word, he or she is learning a concept that might represent thousands of separate experiences. It is the cumulative significance of these experiences that give a word or concept its meaning and this is constantly changing and is reinterpreted as the child adds new experiential evidence" (pp. 7-8). According to Genishi, (1988), experience precedes the words and that language learning evolves from the experiences.

Redleaf (1980) notes that firsthand experiences provide a broad base of knowledge for lifetime use that affects long-term learning. When children visit a zoo and return to school with a reptile's shed skin or a peacock's feather, with the smell of the zoo still embedded in their nostrils, their senses empower them with a vivid memory that will remain with them to be played over and over in their minds. Sensory experience is so vital to verbal learning that Bloomer (1976) encourages aligning the two.

Glazer (1980) describes the child's use of the senses as a process of experiencing the world and of forming ideas which the child is impelled to explore and extend through language. Many different experiences are needed in order to help the child develop language skills. Children store their language experiences in what Glazer terms "mind collections." "Knowledge of things in life will permit the child to deal with the written symbols that represent these ideas and events because they have personal, purposeful meaning" (p. 303).

PROGRAM EFFECTIVENESS

Two instruments were used to assess students' progress: a wide range power test of listening vocabulary, the *Peabody Picture Vocabulary Test* (PPVT), and a teacher-developed test of classification, analogies, and oral vocabulary. Although 22 limited English proficient students were excluded from the PPVT analysis because their pretest scores were too low to convert to stanines, the results for the remaining 38 students showed statistically significant gains. Most students gained 2 stanines.

Although the teacher-developed test proved to be difficult for the students, the results showed statistically significant increases. An independent evaluator reported that the students are better prepared as evidenced by their expressed interest and facility with the English language.

SPECIAL RESOURCES

Two important aspects of this program call for financial resources: the full-day kindergarten and the field trips. Some communities may find it necessary to modify the program by substituting alternative activities for those field trips that would be impractical, such as a ferry ride.

SCHEDULING REQUIREMENTS

The program is designed to be implemented in the context of a full-day kindergarten, which affords adequate time for the field trips and follow-up activities. The range of activities spans the whole school year.

FURTHER INFORMATION

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NOTES

Bloomer, C. (1976). Beyond words: Nonverbal learning in your classroom. Professional Report Secondary. Waterford, CT: Croft:NEI.

Genishi, C. (1988). Children's language: Learning words from experience. Young Children, 44(1), 16-23.

Glazer, S. (1980). Getting ready to read. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Lockette, A. (1977). Playing, experiencing, and grouping in language arts. Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School, Phoenix, AZ. (ED 145 466)

Redleaf, R. (1980). Field trips: An adventure in learning. St. Paul, MN: Toys 'n Things Training and Resource Center. (ED 224 560)

Words: From Rags to Riches

DEVELOPED BY: Alida Marie Sahwell

PROGRAM OVERVIEW

Words: From Rags to Riches is a component of a language arts program that focuses children's attention on how authors use words to set a scene, stir emotions, describe a character, heighten a mood, or deepen an insight. The children select words that interest them from their literature reading, which they then add to their personal collection. As they learn and use each new word, the children write their individual words in a sentence on a word card that they keep in a word box. These word collections, housed on the desk of each child, serve as sources from which children may draw when writing in their journals or creating stories or poems. Given many opportunities and much encouragement, children begin to turn "from rags to riches" in the word choices they make in their own writing.

PROGRAM OBJECTIVES

Children are exposed to classic literature through daily reading by the teacher; select vocabulary words that interest them; keep a collection of these chosen words in their word boxes; demonstrate their appreciation and knowledge of these words by using them in their writing; and improve their creative writing ability.

WHAT THE RESEARCH SAYS

An impressive and growing body of research supports the view that children benefit from reading the original works of recognized authors. E.B. White, Don Holdaway (1980), Jim Trelease (1985), Glenna Davis-Sloan (1978), Frank Smith (1985), and Katie Johnson (1987), among numerous authors and experts, have all written with passion about the child's need to master and enjoy the rich language of unabridged stories. Trelease asserts that "because good literature is precise, intelligent, colorful, sensitive, and rich in meaning, it offers the child his best hope of expressing what he feels" (1985, p. 12). Davis-Sloan (1978) makes the point that the child, like the poet, is fascinated by all the marvelous things that words can do. When words engage the child's feelings and imagination, that child is motivated to read and to think about them. These words, in turn, offer a wealth of language that serves as a personal bridge to writing with increased clarity.

PROGRAM EFFECTIVENESS

Formal evaluation consisted of a pre and post vocabulary survey of 49 words selected from the collection of children's literature books in the classroom and put into sentences. The mean growth in recognition of these words and their meanings was 50 percent. Pre and post student writing samples were also analyzed. An informal evaluation included a review of the students' journals, which indicated an increased and more accurate written vocabulary, and parental feedback, which applauded the program.

SPECIAL RESOURCES

Implementation of this program requires a wide collection of recognized children's literature, notebooks to serve as journals, and assorted supplies for making word cards and their storage boxes.

Parent volunteers can help by cutting and printing cards.

SCHEDULING REQUIREMENTS

The program, which is designed for primary grade students in a whole class setting, includes the following daily activities: study of individual word cards for a 10-minute Word Watch; 15 minutes of journal writing; and 30 minutes of reading. In addition to writing in journals which the children take turns sharing at circle time - a 20-minute activity three days a week -- students also participate in three afternoon writing workshops each week.

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NOTES

Davis-Sloan, G. (1978). The child as critic. New York: Teachers College Press.
Holdaway, D. (1980). Independence in reading. New York: Ashton Scholastic.
Johnson, K. (1987). Doing words. Boston, MA: Houghton Mifflin Company.
Smith, F. (1985). Reading without nonsense. New York: Teachers College Press.
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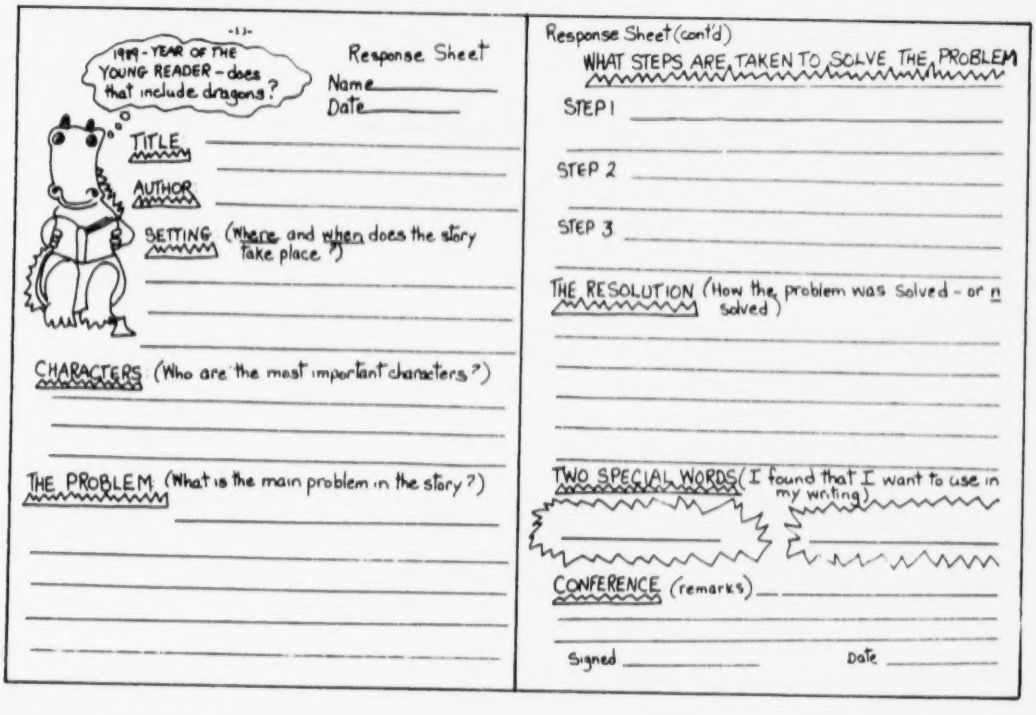
-13-
1991 - YEAR OF THE YOUNG READER - does that include dragons?
Response Sheet
Name
Date
TITLE
AUTHOR
SETTING (Where and when does the story take place?)
CHARACTERS (Who are the most important characters?)
THE PROBLEM (What is the main problem in the story?)
Response Sheet (cont'd)
WHAT STEPS ARE TAKEN TO SOLVE THE PROBLEM
STEP 1
STEP 2
STEP 3
THE RESOLUTION (How the problem was solved - or not solved)
TWO SPECIAL WORDS (I found that I want to use in my writing)
CONFERENCE (remarks)
Signed
Date

Building Communities of Readers and Writers

DEVELOPED BY: Lynn Stampa, Edith Ziegler, and James Klika

PROGRAM OVERVIEW

Each day children in this multi-grade program read and write, making literature and events in their lives a part of school.

Beginning with mini-lessons in both the reading and writing workshops, teachers focus on one important aspect of literacy. Children spend time in the reading/writing process. Visitors see children talking with one another about books they've read or pieces they've written. Teachers confer with individuals or small groups. Children meet at the end of each workshop to share what they have learned, to ask for help in solving problems, or to celebrate success.

PROGRAM OBJECTIVES

In addition to becoming more proficient in reading comprehension and writing, the student will: develop the habit of reading and writing out of school; develop a sense of voice and style in writing; recognize the voice and style of other authors; realize that academic work can be fun and rewarding; acquire a love of reading; and develop a sense of trust and understanding between themselves and their teachers and parents.

WHAT THE RESEARCH SAYS

Cullinan (1986) laments the fact that American youngsters spend 70 percent of a typical reading class filling in worksheets and only seven minutes a day reading books, including basals, despite research informing us that the amount of independent, silent reading that children do in school is significantly related to gains in reading achievement (Allington, 1984). Good teaching, according to the report *Who Reads Best?* (Applebee, Langer, & Mullis, 1989), includes moving away from an overwhelming emphasis on basal readers and workbooks toward a greater emphasis on comprehension stra-

tegies, a wider range of higher quality reading materials, more independent reading for children, and more opportunities for combining reading and writing activities. Researchers Donald Graves, (1983), Donald Murray (1982), Nancy Atwell (1987), Frank Smith (1985), and Lucy Calkins (1986), among others, recognize the following needs: time to write and read independently; choice of topic in writing and choice of book in reading; and feedback to what has been written or to books that have been read.

PROGRAM EFFECTIVENESS

Fifty-one students participated in the formal evaluation, which consisted of registered holistic scoring of pre- and post-treatment writing samples. The goal was for the students to gain .5 of a point on a five-point scale. The mean growth for the group was a .88 point gain, a 57 percent greater gain than anticipated.

An important barometer of the value of the program is the continued student participation since inclusion is based on parental choice. In the past five years, only two parents have opted to remove their children from the program.

SPECIAL RESOURCES

Implemented in a typical elementary-level classroom, this program requires multiple copies of good children's literature; notebooks to be used as journals; folders for the children's work; and professional magazines.

SCHEDULING REQUIREMENTS

Building Communities of Readers and Writers is a multi-level comprehensive language arts/reading program applicable for students in grades 2 to 6. The children, assigned to this program by parental choice as an alternative to more traditional language arts classes, spend one and one-half to two hours each day reading and writing.

FURTHER INFORMATION

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NOTES

Allington, R.L. (1984). Oral reading. In P.D. Pearson (Ed.). Handbook of reading research. New York: Longman.

Applebee, A.N., Langer, J., & Mullis, I.V.S. (1988). Who reads best? Princeton, NJ: Educational Testing Service.

Atwell, N. (1987). In the middle. Upper Montclair, NJ: Boynton/Cook.

Calkins, L. (1986). The art of teaching writing. Portsmouth, NH: Heineman.

Cullinan, B. (1986, November/December). Books in the classroom. The Horn Book Magazine, LXII(6), 766.

Graves, D. (1982). Writing: Children and teachers at work. Portsmouth, NH: Heineman.

Murray, D. (1982). Learning by teaching: Selected articles in writing and teaching. Upper Montclair, NJ: Boynton/Cook.

Smith, F. (1985). Reading without nonsense. New York: Teachers College, Columbia University.

Me, Myself, and I

DEVELOPED BY: Shelly Bloom

PROGRAM OVERVIEW

Me, Myself, and I is a 10- to 12-week unit in which the students write an autobiography that they illustrate and bind for presentation to their parents. The project begins with class discussions that motivate students to think about themselves, their experiences, and their feelings; analyze and evaluate their own values and opinions; learn to make choices; and decide on points of view. The children then engage in a number of activities that extend these expressions of self as they build their writing skills. The project, which proceeds through stages of drafting and revising drafts, culminates with the publication of the children's books.

PROGRAM OBJECTIVES

After participating in this program, students will: write creatively; gain the skills needed to publish by creating, editing, illustrating, and binding a book; and gain a better understanding of themselves through a process of introspection.

WHAT THE RESEARCH SAYS

All writers, children included, write best about things they know well. Since children are experts in one subject--themselves--their best written work is usually autobiographical.

The incentive for working hard on a piece of original writing comes from the feeling of pride when someone wants to read what you have written. Bookmaking is one way that children of any age can publish and share their stories in a professional way.

Our role as teachers is to motivate and provide a climate conducive to trust and introspection (Frank, 1979). By providing a variety of interesting activities, we can encourage self-motivation and discovery.

PROGRAM EFFECTIVENESS

The evaluation of this program was based on registered holistic scoring of narrative essays written before and after the unit. These papers were read and rated by two evaluators. The results indicated a significant improvement exceeding expectations for normal student growth. Students communicated with greater ease, focus, control of mechanics, and improved content. In addition, 98 percent of the students completed their autobiographies.

SPECIAL RESOURCES

No special resources are needed to implement this program. Parent participation and support is, however, highly desirable.

SCHEDULING REQUIREMENTS

Thirty minutes daily for approximately five weeks of this 10-12 week unit is needed to implement this program.

FURTHER INFORMATION

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Memorial School
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Principal: Al Zusman

NOTES

Frank, M. (1979). If you're trying to teach kids how to write, you've gotta have this book. Nashville, TN: Incentive Publications.

PlayWrite

DEVELOPED BY: Janis Amodeo

PROGRAM OVERVIEW

PlayWrite, which was developed for typical elementary classes with students of varying ability and motivation to write, encourages children to write. It uses manipulation of materials and an emotional link to models created by the students as springboards for story writing. In addition, the program incorporates the highly motivational teaching techniques of nonverbal learning and cooperative teaching.

Although it appeals to children of any learning modality, *PlayWrite* is especially geared to those students with holistic or right-hemispheric specialization. Children with right-hemispheric learning preferences are often classified as learning disabled, which may be due to the fact that most aspects of language are governed by the left hemisphere of the brain. We expect children to deal with these language areas daily in the classroom, but with our overabundance of verbal teaching methods, we teach to the student with a dominant left hemisphere. *PlayWrite* is designed to provide much needed nonverbal language experiences.

PROGRAM OBJECTIVES

The primary objectives of the *PlayWrite* program are to increase motivation to write; to improve writing skills through the process of brainstorming, composing, revising, and editing; to help students learn to generate topics for writing; to increase self-confidence in conversational fluency; and to expose students to word processing as an aid to written composition.

WHAT THE RESEARCH SAYS

Eisner (1981) maintains that sensory deprivation is a glaring cause of illiteracy in our schools. His contention is that children who have not learned to see mentally and explore forms of nature, art, and science will not be able to write, simply because they have nothing to say. In order to promote written literacy, the environment must offer a field of experimentation for the learner. Materials should be manipulated to yield visual and motor feedback. In our language arts teaching, we cultivate verbal growth, but do not especially cultivate or reward the nonverbal mode. Sinatra (1983) suggests we broaden our educational horizons and re-admit the nonverbal mode of thought that is an essential part of the child's life. In so doing, we will re-establish the influential role of the right side of the brain in creativity and in language development.

PROGRAM EFFECTIVENESS

The students' attitudes toward writing were measured using a semantic differential scale at both the beginning and the end of the year. At the end of the year, students rated their story writing skills stronger; their stories more interesting; their writing easier and more enjoyable; and the time it took them to begin an assignment decreased. They did not even realize they were writing longer stories.

The picture-story section of the *Test of Written Language* was chosen as the instrument for measuring written composition of the *PlayWrite* students. The stories were scored for production by counting the number of thought-units. Pretest scores on the picture-story subtest of the *Test of Written Language* ranged from 4 to 13, with a mean score of 6.4. Posttest scores ranged from 8 through 46, with a mean score of 21. Total gains ranged from 1 through 37, with a total mean gain of 14.5.

SPECIAL RESOURCES

Materials needed to run the program are flexible and will depend upon availability. Any material that a child can manipulate to create a model can be used. Construction toys lend themselves well; however, objects found in the home, school, and natural outdoor environments are equally suitable. A computer is optional, but helpful.

SCHEDULING REQUIREMENTS

PlayWrite, developed for use with students in kindergarten through grade six but applicable at any grade level, is a full-year program and can replace the daily time allocated to writing.

FURTHER INFORMATION

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NOTES

Eisner, E. (1981, March). Mind as cultural achievement. Educational Leadership, 38, 466-471.

Sinatra, E. (1983) Brain research sheds light on language development. Educational Leadership, 48(8), 9-12.

Literary Polish

DEVELOPED BY: Alfred P. Longo

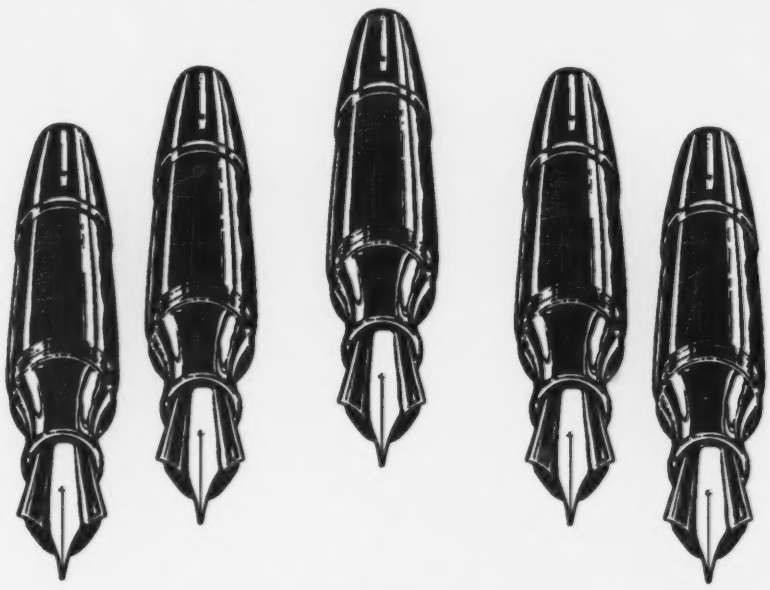
PROGRAM OVERVIEW

Literary Polish is a component of a ninth-grade language arts program that utilizes creative writing as a means to help students develop better writing skills. Designed for a broad range of students, the program can be adapted for the needs of both gifted students and students in need of remediation. Consisting of four distinct creative units, a typical program might involve students in scripting a poetry journal, an original short story, an original myth, and an original one-act play. At the outset of each unit, students discuss a particular genre and evaluate professionally written samples or models in that genre form. Students then begin working on their own pieces, drafting, rewriting and revising, and obtaining peer feedback in student conferences.

Throughout all aspects of the program, the activities take place in a classroom structured as a workshop in order to promote an open environment and a free exchange of thought. Once students have obtained teacher response to their creative efforts, they shift to writing more objective works, such as reports, essays, editorials, and other technical forms, drawing on the emotion and ideas contained in their creative pieces.

PROGRAM OBJECTIVES

The program seeks to lead students to use real life experiences and original thoughts as a source for their writing; to develop the ability to observe surroundings closely and imaginatively; to blend the subjective and objective aspects of writing into a meaningful whole; to become aware of selected writers and their methods of expression and to use these works as models for their own writing; to commit to their writing through personal involvement in the subject matter; to develop the ability to edit, revise, and reconstruct a piece of writing; to develop a strong sense of the expressive word; and to change the imaginative into more "objectively based" writing.



WHAT THE RESEARCH SAYS

The writing of *Literary Polish* has its basis in personal thought and language. Many researchers, notably Jerome Bruner (1975), James Britton (1981), and Frank Smith (1981), have discussed the use of personal narratives and writing journals as positive starting points for student writings because these serve as open forums for expressive thinking and communicating. The work of Piaget (1950) also speaks to the open environment of a child's thought and the critical need to structure such an environment in the classroom to provide students with the vehicle for giving form to personal thoughts. This personal expression leads students to explore their thoughts more fully, to invest in them personnally, and to commit to a higher level of effort in their writing.

PROGRAM EFFECTIVENESS

Formal evaluation of the program consisted of a comparison of pre and post (September, 1987 to May, 1988) student writing samples scored by teachers who had been trained in registered holistic scoring. The writing samples were from 18 students who had participated in the program and an equal number of students who had not participated in the program. The results were analyzed using an analysis of co-variance and were significant ($p < .005$) in favor of the program. The gains of the program students were quite noteworthy, with an average gain of over one point on the registered holistic scale.

SPECIAL RESOURCES

Notebooks to be used as student journals are the only special materials that are needed for implementing the program. Although optional, student access to word processing and a classroom aide to assist in conferencing with the students are desirable.

SCHEDULING REQUIREMENTS

One of the four program units is implemented for two full class periods per week over a span of 12 to 14 weeks.

FURTHER INFORMATION

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NOTES

Britton, J. (1981). Talking, writing, learning, and teacher education. St. Louis, MI: CEMREL, Inc.

Bruner, J. (1975). Language as an instrument of thought. In A. Davils (Ed.). Problems of language and learning. London: Heineman.

Piaget, J. (1950). The psychology of intelligence. (Translated from French by Malcolm Piercy and D. E. Berlyne). Totowa, NJ: Adams and Co.)

Smith. F. (1981). Writing and the writer. New York: Holt, Rinehart and Winston.

Writing Competency Program

DEVELOPED BY: Robin Kahn, Richard Jacobs, and Linda Littman

PROGRAM OVERVIEW

The *Writing Competency Program*, designed for high school students needing remediation in writing, aims to help these youth develop a way to become successful writers. The program includes two basic parts: the Writing Workshop (a scheduled supplemental class) and a Drop-in Center (staffed by upper-class students with prerequisite training who volunteer to be peer tutors). The Writing Workshop, limited to nine students, is conducted by English teachers in a "writing laboratory." The Drop-in Center, which provides students with help on specific writing assignments, is open to the entire student body. Students are scheduled via teacher requests or their own. Both facilities are equipped with computers and printers.

Instruction in the *Writing Competency Program* workshops is individualized, with students working at their own pace on weekly exercises and quarterly "publications." Each unit targets a selected group of specific writing skills. Prewriting and drafting are most often done by hand, but drafts are then keyed into the computer, which promotes more extensive rewriting and revision.

Peer tutors in the Drop-in Center obtain release time to meet regularly with the tutees assigned to them. The tutees may bring assignments from regular English classes or other content areas with them, or they may work on skill-building activities or writing assignments to augment their learning. Tutors log in a narrative evaluation of each session.

PROGRAM OBJECTIVES

Achieving an acceptable essay score on the HSPT is only one objective of the *Writing Competency Program*. The ultimate goal is to have students develop effective prewriting strategies, focus on and increase details while composing, and generate editing strategies through peer critiquing and word processing. More specifically, student improvement in writing will be evident in the increased length of written work, use of examples and personal experiences to support basic ideas, use of research materials to facilitate detail development, organization of ideas in a logical pattern of sequence, and development of a focused composition on a specific topic.

WHAT THE RESEARCH SAYS

The teaching of writing as a process has been widely accepted for more than a decade since the Bay Area Writing Project spread nationwide in the late 1970s. Some new attitudes toward teaching composition accompany this movement: no grammar, no grades, and no red pencil (Hawley & Hawley, 1974). Grammar is taught through the student's own compositions rather than by exercises (Petrosky, 1979), and specific skills are taught on an individual and "as needed" basis (Elbow, 1973). Success is also facilitated by a low student/teacher ratio, with the teacher available at every stage of the writing process (Eastern Virginia Writing Project, 1979). Students receive immediate and constant positive feedback on their work, as often through peer critiquing (Jenkins & Jenkins, 1987) as through teacher response.

PROGRAM EFFECTIVENESS

Sixty students enrolled in the Writing Workshop were evaluated using registered holistic scoring of pre- and posttreatment writing samples. In addition, all enrolled students took the HSPT Writing Test. Results of the writing samples indi-

cate that two-thirds of the students improved by two or more points and that all of the students passed the writing section of the HSPT.

Evaluation of the Drop-in Center focused primarily on a questionnaire to be filled out anonymously by both tutor and tutee. Eighty-two percent of the tutees saw the center as a place to improve their writing and editing skills, and seven of the eight tutors viewed the program as "beneficial."

SPECIAL RESOURCES

Special room requirements include: two separate rooms, one equipped with desks for the Writing Workshop and the other with conference tables and chairs for the Drop-in Center. Computers for word processing and accompanying printers are optional, but highly desirable for the program. Personnel requirements include trained staff for a student-teacher ratio of 7:1 and a cadre of peer tutors. One tutor is needed to staff each period the Drop-in Center is in use. Staff training facilities for the tutors also have to be provided.

SCHEDULING REQUIREMENTS

The workshop segment is scheduled as a regular class period and course; the Drop-in Center services students released from study hall.

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NOTES

Elbow, P. (1973). Writing without teachers. New York: Oxford Universi Press.

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Teaching Reading and Writing Skills through Selected Adolescent Literature

DEVELOPED BY: Gail Wovna and Susan Donnelly

PROGRAM OVERVIEW

This program is targeted to high school students who have not passed the reading or writing sections of the *New Jersey High School Proficiency Test* (HSPT) and thus have not demonstrated the level of proficiency needed to receive a high school diploma. Students falling into this category are scheduled to receive daily basic skills remediation to help them gain the mandated proficiency enabling them to graduate.

Developed as an alternative to the traditional basic skills course, this program offers students reading and writing instruction that is focused on selected literature by such authors as Robert Cormier, M.E. Kerr, Jay Bennett, Anne Snyder, and others. Each of the 15 activity packets that accompany the novels is correlated to the reading/writing benchmark skills on the HSPT, and each contains exercises in vocabulary building, study skills, comprehension, and writing, as well as materials to use to evaluate students' mastery of assigned skills. The reading packets have been devised to accommodate the various learning modes, needs, and interests of the students and to provide activities that challenge and still ensure success. The daily lesson plans call for a variety of teaching approaches, such as small-group, teacher-directed, individualized, and various forms of language experience instruction.

PROGRAM OBJECTIVES

In addition to reaching the level of proficiency needed to pass the reading and writing sections of the HSPT, students will also: be better prepared to meet success in content area classroom work; find that reading can be a pleasurable lifetime activity; and discover that writing is an effective means of communication.

WHAT THE RESEARCH SAYS

Using adolescent literature to teach and encourage high school students to read is not a new concept. Programs that use indirect techniques in remediation can produce rewarding changes in the performance and attitudes of reluctant readers. A paperback book is not a textbook or a workbook; it is a book that provides motivation, pleasure, and involvement. This involvement improves both student performance and self-image (Shumaker & Shumaker, 1988).

Fisher (1984) says that adolescent novels are something that students can relate to on a semantic rather than a graphophonic or syntactic level. It is, according to Fisher, the semantic level that leads to understanding, enjoyment, and reading proficiency.

To teach reading, students must be allowed to read, and there is no better teaching tool than carefully selected young adult novels in order to increase reading interest and proficiency (Hawk & Lester, 1985).

PROGRAM EFFECTIVENESS

The evaluation of this program consisted of pre- and posttreatment scores of subsections of the HSPT and the *Special Review Assessment* (SRA), in addition to informal surveys.

Two groups of remedial students were included in the assessment. One group received the literature program; the other, because of scheduling difficulties, was assigned to a traditional basic skills course.

The program could not demonstrate group-specific effects beyond what normally occurs when students with large gains to make are tested after a year of some sort of positive intervention. Informal measures, however, did indicate that students who had participated in the program did read more books, newspapers, and magazines and did have a stronger preference for a specific literary genre and a favorite author.

SPECIAL RESOURCES

The only additional resource required beyond those needed for any remedial class is a collection of young adult novels and accompanying activity packets.

SCHEDULING REQUIREMENTS

Implementation of this program calls for a regularly scheduled, daily 40- to 45-minute period for a school year.

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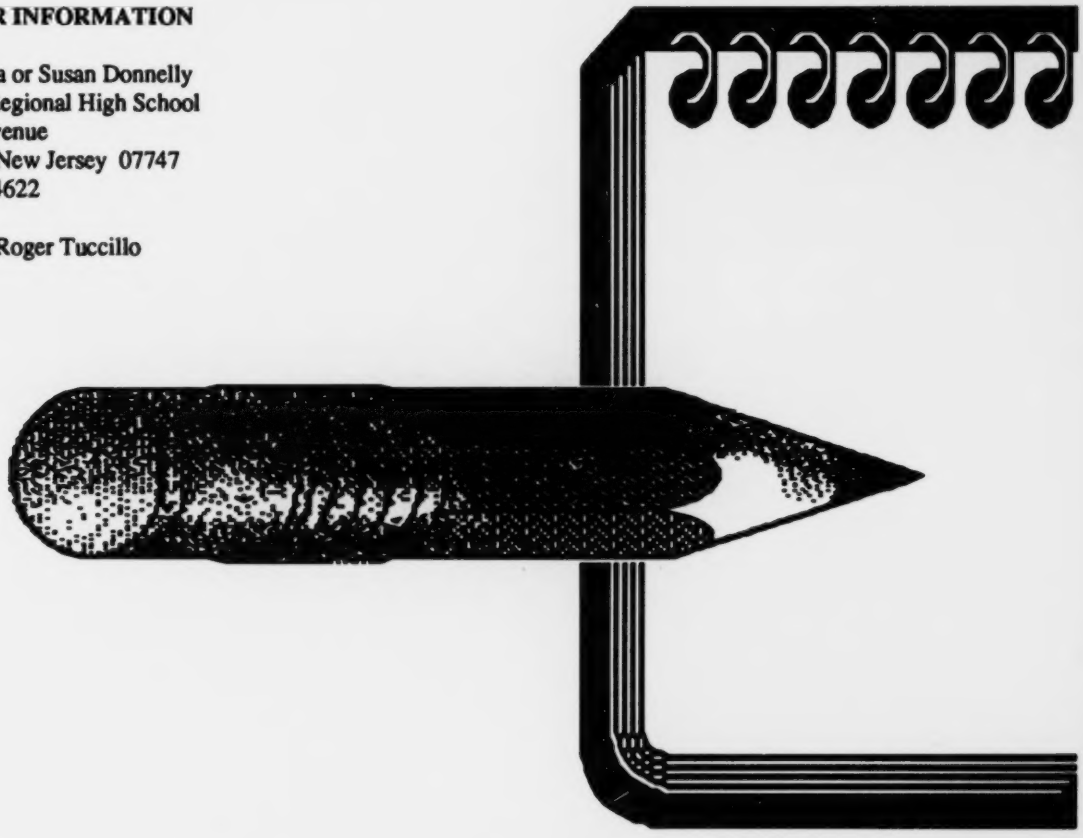

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Students and Teachers Writing Across the Curriculum

DEVELOPED BY: Sally Kugelmeyer, Sheila Goldberg, Frank Moyer, and Maureen Kosa

PROGRAM OVERVIEW

Students and Teachers Writing Across the Curriculum, a series of half- and full-day workshops designed to promote student writing, involves classroom teachers in the writing process and offers them ideas and strategies to use with their own students. Although implemented among teachers with a broad range of junior high students, this program is appropriate for implementation at all levels of the K-12 school system. Teachers from content areas across the curriculum write under the guidance of professional writers, who provide stimulation for writing and offer advice about editing and revising.

Workshop sessions, which focus on prose, poetry, or playwriting, begin with prewriting activities designed to stimulate thinking and to generate ideas for writing. Participants read examples of works by published authors, poets, and playwrights; share their ideas in open discussion; and then write their first draft. These drafts are then read to the group for feedback and for suggestions about possible revision. Often during this part of the workshop, the presenter and other participants offer the writer ideas for expanding or refining the original piece. Writers are then encouraged to continue revising and to return to the next session with a final draft. Teacher participants in all subject areas are encouraged to replicate the process writing teaching strategies used in these workshops with their students, as well as to promote quality writing regardless of the content area.

PROGRAM OBJECTIVES

This program is designed to promote staff awareness of writing processes using a variety of stimuli, to develop a community of writers and writing teachers among teachers across the curriculum, and to train teachers in all subject areas in instructional approaches and strategies that effectively enhance student writing development. As teachers gain appreciation of their own and their colleagues' strengths and vulnerabilities as writers, so does their understanding of how writing projects and activities affect students of all levels and abilities. Through this, the program seeks to enhance students' writing activities in all disciplines using the process approach.

WHAT THE RESEARCH SAYS

Zinsser (1986) has stated that "countless Americans are paralyzed in their jobs by the inability to express themselves," which according to him would not have happened had they understood from childhood that writing is a craft that applies to every area of life. Recognizing a crisis of writing skills, many New Jersey districts have fostered the concept of writing across the curriculum in conjunction with efforts to promote a process approach to writing instruction. Yet Ziegler (1981, 1984) has identified a crisis among those teachers teaching English: few English teachers do much writing at all, except for an occasional letter or a required memo. Orlich (1983) has written that inservice should respond to the needs of students and teachers in the schools' instructional program, that it should be part of the teachers' regular teaching load, and that participants should engage in both learning and teaching (Zinsser, 1986). Ziegler suggests that it is through discovering their vulnerability in a writing workshop that teachers begin to appreciate their own students' struggles in writing and to devise effective strategies to help students develop and improve their writing.

PROGRAM EFFECTIVENESS

Surveys of students in 7th through 9th grade show a significant increase in both student knowledge of process writing and awareness of the increased emphasis in writing activities, based upon the process approach in most subject areas. This increase is evident in both English classes and those subjects not traditionally thought to be sources of primary writing instruction. The 9th-grade students have shown progressive improvement on the writing section of the *High School Proficiency Test.* In 1988, 98.1 percent of the students passed the writing portion of the state test. The mean essay score was 8.8 on a scale of 12.

SPECIAL RESOURCES

Besides the obvious material and writing implements needed by teachers participating in the workshops, it is desirable to assemble a book of faculty writings. To conduct the workshops requires either release time or stipends for participating teachers and fees for the professional writers who direct the workshops. A workshop site away from the distractions of bells, phone calls, and interruptions is also advisable.

SCHEDULING REQUIREMENTS

Teacher participants meet with professional writers for five half-day sessions or three full-day sessions held at approximately two-week intervals.

Although the frequency of writing assignments varies from class to class, expectations are that teachers across the curriculum will implement a process approach to writing in the writing assignments they make.

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NOTES

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The HELPS Program: High School and Elementary Partners in Science

DEVELOPED BY: Erik Mollenhauer and Kathy Porreca

PROGRAM OVERVIEW

The HELPS Program creates a partnership between elementary and secondary science teachers by using the secondary science teachers as regular guest speakers in the elementary classrooms. At little or no cost to the district, the speakers lead hands-on activities and demonstrations, stimulating student interest in science. The program includes 20 field-tested lessons (4 or more lessons at each grade level) from kindergarten through the 4th grade.

The lessons include:

Grade	Topic	Grade	Topic
K	Using Senses/Classifying	2	Rivers of North America
K	Weather (Thermometers)	3	Describing and Comparing
K	Animals	3	Changes in Matter
K	Insects as Pets	3	Stars and Constellations
1	Magnets	3	Electricity
1	Trees	4	Volcanoes
1	Skeletons	4	Glaciers
1	Living Things	4	Light and Mirrors
2	Clouds and Weather	4	Simple Machines
2	Sound	4	Plant Succession
2	Plants and Soil (Seeds)	4	Bees

PROGRAM OBJECTIVES

In addition to creating a working relationship between elementary and secondary teachers, the program is designed to increase student interest and understanding of what science is and what scientists do, as well as to foster a positive attitude toward science.

WHAT THE RESEARCH SAYS

The typical elementary teacher has little interest, experience, or training in science. According to Worthy (1982), 51 percent of teachers report no undergraduate preparation to teach science, 71 percent have no in-service training in science, and 64 percent have no science consultant attached to their school. All too frequently, the elementary school students' experience of science includes textbooks or teacher-prepared worksheets and limited exposure to equipment. This lack of appropriate science materials serves as a focal point of teacher frustration and insecurity, which can be a significant deterrent to teaching science (Schoeneberger & Russel, 1986); and science is, therefore, relegated to the end of the day, taking a back seat to other subjects (Worthy, 1982).

Although neglect continues in part because administrators choose to focus on secondary science programs and in part because of lack of funding (Rothman, 1986), educators agree that the elementary years are critical in forming student attitudes toward science (Worthy, 1986). One study indicates that by the end of the 3rd grade, nearly 50 percent of students feel they would not like to take more science; and by the 8th grade, only 20 percent convey positive attitudes toward science (Heylin, 1982). Osborne (1985) suggests that it is difficult to change certain basic science ideas of older students and that introducing scientifically acceptable ideas to younger students may help them in the long run.

Most schools don't encourage elementary and secondary teachers to share ideas and put together a strong K-12 science curriculum. Therefore, elementary teachers are usually left to come up with imaginative science instruction on their own (Fischer, 1987). Yet, the value of educational partnerships has been highlighted in a number of recent educational journals (Simpson & Simpson, 1987).

PROGRAM EFFECTIVENESS

Students in all classes, K-4, were taped as they responded to a series of questions designed to elicit their attitude toward science and their knowledge of science. These recordings were done both at the beginning of the year and again later after the students had participated in the four presentations by the secondary science teachers. Analysis of the survey results indicated that students at all grade levels had a clearer conception of science as indicated by the incidence of topics named and the sophistication of the responses. Enthusiasm for science remained at least as high as at the beginning of the year. It was clear that students liked science and valued the topics covered; saw science as fun and interesting and enjoyed the uncertainty that goes along with conducting experiments; disliked science that involved seat work; and developed clearer conceptions of science as grade level increased.

SPECIAL RESOURCES

The materials needed are normally available in high school and middle school inventories. Instructions for using any special apparatus in demonstrations are included in the teacher's manual, which is available from the contact person. Substitutes may be necessary to release middle or high school teachers to do the demonstrations.

SCHEDULING REQUIREMENTS

The program provides for four demonstrations per year for elementary classes in grades K-4.

FURTHER INFORMATION

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NOTES

Fischer, W. (1987, May). Science - It really should be elementary. NEA Today, 4-5.

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BIOPSYCHOLOGY: A Synthesis of Comparative Psychology, Neurobiology, and Animal Behavior

DEVELOPED BY: Warren Marchioni

PROGRAM OVERVIEW

Biopsychology is a lab-oriented, one-semester science elective that offers high school students the opportunity to explore two exciting areas of current research: the human brain and the fascinating complexities of animal and human behavior.

The premise of the course is that animals have evolved increasingly more elaborate nervous systems that directly determine the complexity of their behaviors and abilities to learn. Therefore, the approach of the course is to study and explore the structures of representative nervous systems of the animal kindom and the variety of behaviors they elicit. Course work entails study of: 1) the works of ethnologists (Van Lawick-Goodall on chimpanzees, Clark on sharks, Douglas-Hamilton on elephants, and Fossey on gorillas); 2) the plight of many large species, such as whales and dolphins, whose existence is threatened by pollution, habitat destruction, and exploitation; and 3) predators in their natural environment. The course does not ignore the fact that humans are animals and makes use of the students as subjects, along with different animal species.

The program *Biopsychology*, as a synthesis of ethology (the study of animal behavior), comparative psychology, and neurobiology, fosters student appreciation of wildlife as it engages them in studying the complex behavior of animals. Originally designed for students of average ability with above-average interest in science, the program has been extended to provide contractual alternatives that entail more extensive inquiry and more credit. Because of its high interest level, *Biopsychology* attracts significant numbers of females and minorities, groups traditionally underrepresented in science classes.

PROGRAM OBJECTIVES

Through the course, students gain a comprehension of scientific theories, learn to apply scientific theories, apply scientific principles, and analyze methods that all animals, including humans, use to learn, store memories, and solve problems. In addition, students will learn and understand basic concepts and theories of behavioral science; become familiar with leading investigators in the study of behavior and neurobiology; and design experiments for the purpose of studying animals and humans.

WHAT THE RESEARCH SAYS

Scientists criticize the choices of outer space, the center of the atom, or the deep ocean as the last frontier of knowledge (Davis, 1981). They believe that the human brain is the greatest remaining mystery of nature; yet its structure and how it works remain topics rarely explored in the secondary curriculum. Although the behavior of animals, particularly of those closely related to us, has a lot to tell us about learning as a basic behavioral adaptation of nearly all motile animals, and in spite of the innate affinity that youngsters have for animals, the topic of nonhuman behavior also is rarely taught. Rarely are any psychology courses using a laboratory exploration approach offered at the secondary level. A vast area of inquiry and investigation, involving the brain and behavior and including such ancillary topics as perception and memory, is almost totally ignored in the adolescent's education.

A Nation at Risk describes low levels of science achievement and suggests that students should have increased opportunities to study science. Ernest Boyer (1983), in his book *High School*, states that the study of science is an essential part of the core of common knowledge. Boyer believes that through science, students discover the patterns and processes of the world of nature of which they are a part. Abbott et al. (1986) feel strongly that science courses taught at the secondary level should emphasize student-centered teaching strategies rather than the content area and that these offerings should

broaden the spectrum of student enrollment. They believe that limiting participation to those few students who may pursue a scientific career is a waste of a valuable resource.

PROGRAM EFFECTIVENESS

During the semester, a class of 19 enrolled students was evaluated to determine changes in attitude and academic progress over the semester. Students were tested before and after the course with the same multiple-choice/essay exam. Concurrent with the pretesting, students were asked to fill in a questionnaire designed to yield a profile of their attitudes toward the abilities, intelligence, and rights of animals. The same survey was administered to the students at the completion of the course.

Results of the objective/essays posttest were significant and showed an appreciable gain in knowledge of the subject.

The results of the attitudinal surveys showed that while students' attitudes toward animals' rights and the role of animals in their lives seemed preformed and set, student perception of animal ability and intelligence changed as a result of the academic content. The self-selection entailed in elective course enrollment probably would explain the small change in attitudes toward animal worth.

SPECIAL RESOURCES

A biology teacher with some background and interest in behavioral science is needed to teach the course. In addition, a laboratory science room equipped with animal cages, aquaria, and basic biology lab equipment, including microscopes, dissecting tools, and glassware, is mandatory. Audio-visual equipment is also desirable, as well as funds for field trips and guest lecturers.

SCHEDULING REQUIREMENTS

As an elective academic course, *Biopsychology* requires five periods of 45-50 minutes per week for one semester.

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NOTES

Abbott, J.; Bates, S.E.; Boyer, C.R.; Broga, A.S.; Lien, K.M.; & Tostevin, R.L. (1986). Second-level biology - A contemporary perspective. American Biology Teacher, 48(6), 348-351.

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Contemporary Science

DEVELOPED BY: Ron Truex

PROGRAM OVERVIEW

Contemporary Science, an alternative to the traditional high school science course, is designed to provide students with a meaningful and positive educational experience in science. Offered as a second or third science course in the high school years, *Contemporary Science* has broad appeal to students because it provides them with current scientific knowledge and invites them to think about how that knowledge affects man and the environment, thus serving to bridge the gap between science and the citizen in our modern technological world. Lab work, independent study projects, field trips, and presentation of oral and written reports are a part of the course, which has major units of study in Research Skills; Matter and Energy; Meteorology; Astronomy; Atomic Energy; Space Exploration; Population Growth; Alternative Energy Resources; Health Hazards of Drugs, Alcohol, and Smoking; and Air, Water, and Noise Pollution.

PROGRAM OBJECTIVES

Contemporary Science seeks to increase students' curiosity about science and stimulate their interest in it. With the scientific and technological information learned, students develop an understanding of the ethical questions regarding the use of science and technology in society and an appreciation of their own ability to make intelligent decisions and judgments about such issues as the use of nuclear energy, pollution, population growth, space exploration, and their own health.

WHAT THE RESEARCH SAYS

Fenshaw (1986) states that programs designed to meet society's demand for scientists and engineers during the 1960s and 1970s served only an elite group of students and failed to stimulate interest and motivation to study science among the majority of students. Because of this lack of interest, educators have recognized the need for an alternative approach to science education (Jones & Zucker, 1986). Fenshaw (1986) advocates an approach that enables students to view science and technology as great human inventions in which they participate for the well-being of society. Similarly, Koballa (1984) argues that the most significant influence upon science teaching at all levels should be the social relevance of science, the problems and issues that arise as applied technology and scientific research pose increasing demands on citizens. Roy (1986) suggests that the emphasis be on exposing students to those scientific principles that will enable them to grasp issues related to human survival. In the eyes of many contemporary science educators, science should be viewed and taught as a dynamic discipline in which social, political, and personal forces play significant roles. Kormondy (1985) has suggested that scientific literacy is not only increasingly important, but may be the core of general literacy for an educated citizenry in our increasingly technological society.

PROGRAM EFFECTIVENESS

Formal evaluation consisted of a measure of knowledge of science and technology issues studied in *Contemporary Science*. The 100 students who participated in the study more than doubled their scores after completing the course (statistically significant at the .001 level), and their knowledge at the end of the course matched that of students in an advanced physics course.

Students, surveyed on their attitudes toward 17 issues in science, also showed statistically significant positive change on 11 of the 17 issues.

SPECIAL RESOURCES

Implementation of this program requires the lab equipment and materials present in most high school science departments and access to duplicating machines. The availability of films, videotapes, and appropriate audio visual equipment; the opportunity to bring in guest speakers from science and industry; and selected field trips for students contribute to the success of the program.

SCHEDULING REQUIREMENTS

Contemporary Science is a secondary science course that meets for a single class period five times per week for an entire school year.

FURTHER INFORMATION

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NOTES

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Jones, R.L., & Zucker, A. (1986, February). Is science really value free? The Science Teacher, 39-42.

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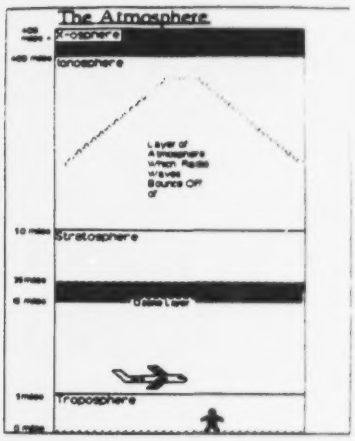

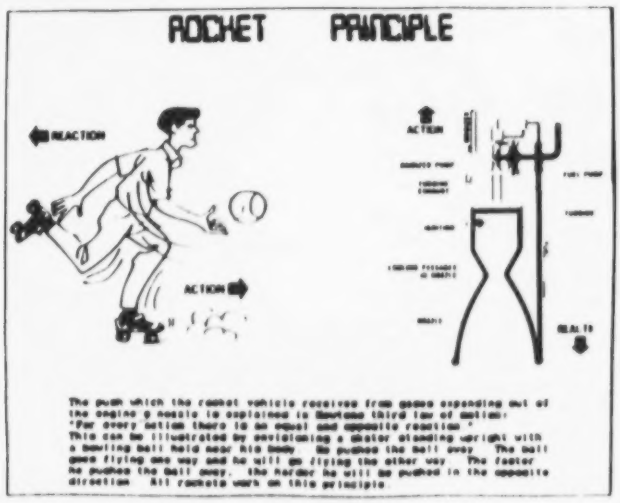

Spirit of America

DEVELOPED BY: James Augis

PROGRAM OVERVIEW

Spirit of America is a multi-disciplinary program designed to teach social studies through a variety of arts-related activities that develop critical thinking, reasoning, creativity, and artistic skills. Although developed for 5th-grade students in a whole-class setting, this program is appropriate for students in any of the middle grades and can be adapted to various historical themes.

The activities are designed to complement the various units being studied, and the students design and develop individual projects at home to demonstrate their understanding of a topic. The projects are then displayed and shared with the class. The program fosters a closer relationship between school and home through individually designed student projects and at-home activities, which involve literature, visual arts and design, photography, crafts, architecture, landscaping and interior design, performing arts, and media arts.

PROGRAM OBJECTIVES

Students, while exploring the growth and history of the United States, will: develop reasoning processes; view events and people with a different perspective; learn a variety of artistic means with which to express themselves; use nontraditional methods to display information; develop problem-solving strategies; and develop artistic and mechanical skills.

WHAT THE RESEARCH SAYS

Bennett (1987) states that "We all would benefit by seeing arts education in a large context. Not only do the arts convey in part what it means to be human; the arts also give coherence, depth, and resonance to other academic subjects. One of the primary tasks of our schools should be to train young people to know, love, and respond to the products of the human spirit" through artistic expression. It is becoming more apparent that it is necessary for children to see and think in pictures to aid their understanding of basic concepts. If art can be thought of not as a separate skill but as a way to bridge all disciplines, students will incorporate art into the thinking process associated with a myriad of subject areas" (Walker, 1988). In all subjects, the abilities to relate, organize, and judge are central to what we are trying to help students learn (Borja & Spader, 1985, p. 113).

PROGRAM EFFECTIVENESS

Fifty homogeneously grouped 5th graders were evaluated using *Metropolitan Achievement Tests*, registered holistic scoring of student writing samples, and teacher observation of video tapes. The results are as follows:

- mean growth of 3.2 NCE points on the MATS over a seven-month period; and
- an increase in the students' abilities to construct projects and find solutions to problems.

In addition, student and parent questionnaires indicated a closer working relationship between parents and their children following participation in the program: parents developed a better understanding of their own children and a sense of sharing and pride in their children's successes. The children displayed a new sense of pride in their accomplishments which helped to build their self-esteem.

SPECIAL RESOURCES

The implementation of this program requires a variety of magazines and arts and crafts materials.

SCHEDULING REQUIREMENTS

No special scheduling is needed since the program is flexible and can be implemented easily within the time designated for social studies.

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NOTES

Bennett, W. J. (1987). Why the arts are essential. Educational Leadership, 6(1), 4-5.
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Up, Up, and Away...A Simulated Travel Experience

DEVELOPED BY: Elizabeth Quackenboss

PROGRAM OVERVIEW

With *Up, Up, and Away*, students in middle school social studies and/or enrichment classes learn to collaborate and share responsibility as they apply basic research and map skills to their study of a self-selected country or culture. Using commercial travel guides, information from consulates and travel agencies, travel sections from magazines and newspapers, and many additional sources, students plan their own trips to places studied in the curriculum. "Upon return", each group shares its itinerary with the class, using maps to plot movements and describing the daily sightseeing and recreational events experienced. Students are encouraged to be specific about their living accommodations, modes of transportation, visits to restaurants, and shopping sprees as they recount their adventures. Each tour group also must highlight one favorite experience, such as the Japanese Tea Ceremony, with additional resources that enhance their presentation, including people who have visited the area, films and recordings, art works, and specific library research.

PROGRAM OBJECTIVES

In addition to learning the "traditional" content and skills included in a world studies course, the students participating in this program will: develop a more positive attitude towards the study of geography; demonstrate greater knowledge of geography skills, the people of an area under study, and their customs; evidence a greater interest in current world issues; and develop a greater appreciation for the peoples and cultures of the world and a greater tolerance for diversity.

WHAT THE RESEARCH SAYS

American students, who lack geographic awareness (*NASSP Curriculum Report, 1986*), also lack interest in the study of geography because of the unimaginative ways in which it is often presented (McNee, 1971). A large body of literature suggests that students are more interested and learn best when the subject is presented in a "meaningful context" (Gardner & Rogers, 1971) that supports discovery (Bruner, 1960) and student involvement in varying learning activities (Penrose, 1979). Map skills activities should not be separated from life situations, but should be linked with students' observations of the world around them (Hawkins, 1979). Social studies should stress decision making rather than sheer information gathering (Anderson & Winston, 1977). Exposing students to specific facts, generalizations, and concepts does not encourage thinking and does not change prejudices. These goals are achieved by "ways in which basic content is translated into learnable tasks" (Fraenkel, 1973).

PROGRAM EFFECTIVENESS

Program evaluation, which was based on two teacher-made tests, the *Purdue Master Attitude Scale*, and two informal surveys, included consideration of two distinct methodologies.

Two content units were taught during the semester, one based solely on material presented in the textbook and the other supplemented by students through the "simulated travel" approach. Tests given after each unit indicated a dramatic increase in the students' geography skills and knowledge of customs and culture as a result of the travel program.

The attitudinal scale indicated that while only 30 percent had found traditional study a favorable approach, 96 percent of the 23 students had experienced favorable attitudes towards the study of geography in the enriched curriculum. Students also reported an improved learning of content using this enriched approach to the study of world cultures.

SPECIAL RESOURCES

Implementation of this program requires commercial travel guides, newspaper and magazine travel sections, maps, travel brochures of the areas being studied, and art supplies, as well as a standard textbook.

Audio-visual equipment is desirable, but not mandatory. Taping and playback equipment enhances the presentations.

SCHEDULING REQUIREMENTS

This project is taught as a 6- to 10-week unit during a regularly scheduled social studies class. Because students pursue individual and small group research of a self-selected country/culture, class time is allocated to allow groups to work on their respective topics and to plan their group projects and presentations.

FURTHER INFORMATION

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NOTES

Anderson, C.C., & Winston, B. (1977). Acquiring information by asking questions, using maps and graphs, and making direct questions, using maps and graphs, and making direct quotations. National Council for the Social Studies Yearbook.

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World at Risk

DEVELOPED BY: Jon Egbert

PROGRAM OVERVIEW

World at Risk, a simulated learning experience in international relations, is an elective 10-week program designed to develop high level thinking skills within the context of a content-based program. Specifically, the program presents higher achieving junior high school learners with opportunities to discover the key ideas of a foreign policy that would enable the United States to compete successfully with other nations of the world.

Repeated game simulations allow students to design, implement, and later evaluate their own foreign policy ideas and actions, which they are encouraged to defend in oral and written modes.

Their task is to design a policy using a simulated scale model of the 20th-century world that will improve the standard of living of the people they represent and keep their nation safe from attack. The skills and knowledge needed to make these plans and decisions are learned from the content of this course.

PROGRAM OBJECTIVES

As they participate in this program, students will: improve problem-solving strategies and thinking skills; develop understanding of the effects of power, location, and technology on foreign policy; learn concepts regarding the nature and objectives of foreign policy; recognize key elements in determining foreign policy; and design and implement a foreign policy in a simulation exercise.

WHAT THE RESEARCH SAYS

Information becomes useful when students can apply it to a new situation. This application of a concept to a new situation is an important step in the process of decision making and problem solving (Hunter, 1982). *World at Risk* provides the learner with the opportunity to apply recently learned concepts by using them in a new situation, the simulation.

In simulations, the complexity of a learning task can be reduced, thus providing the learner with the opportunity to master a task that would be extremely difficult if all the factors of a real world were involved (Joyce & Werl, 1980). In *World at Risk*, the simulated interactions between nations, although simplified, are still based on strategic principles of international relations.

PROGRAM EFFECTIVENESS

Thirty-two students included in the evaluation of *World at Risk* were administered the social studies subtest of the *Iowa Test of Basic Skills*. Posttreatment results indicate an increase of 13 NCE points among 7th graders and a 2.6 NCE point increase for 8th graders. Although the goal of the program was to realize a mean gain of 2 points, it is not possible to attribute these increases solely to improved thinking skills promoted by the program. Informal evaluation measures, which included questionnaires, student writing samples, and a thinking skills checklist, indicate the following:

- an increase in content knowledge and improved thinking skills;
- student interest in taking the course a second time; and
- students' reported willingness to recommend the course to a friend.

SPECIAL RESOURCES

This program does not require any resources or materials beyond those needed for a typical social studies program.

SCHEDULING REQUIREMENTS

This program, although designed as a semester course with about 10 class periods allocated for the simulation, can be adapted for a shorter time frame if necessary.

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NOTES

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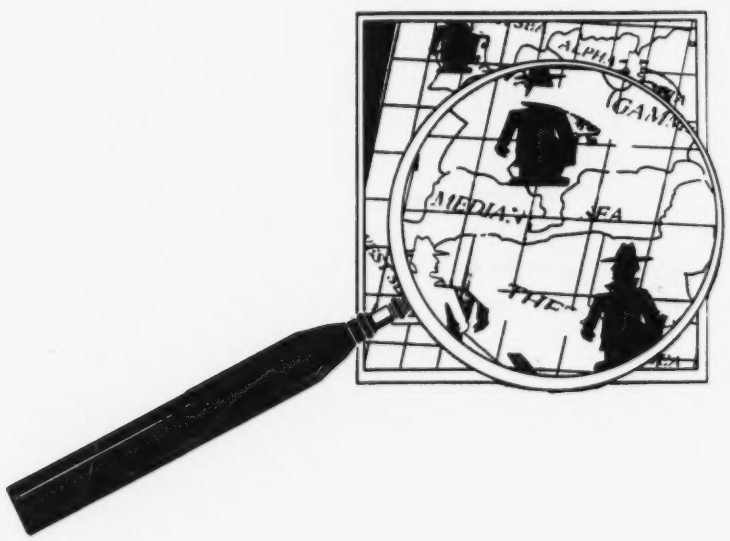


Crossing the Lines to DHCLV

DEVELOPED BY: Rose Ann McCrohan and Nick Napoleon

PROGRAM OVERVIEW

Crossing the Lines to DHCLV is an interdisciplinary program for above-average or gifted learners that incorporates several areas of study, including drama, history, computers, literature, and video taping. The process begins with the introduction of a theme or time period in history and literature classes which students will explore in both courses as they proceed through the eight phases of the program: 1) researching the theme; 2) analyzing the historical period; 3) analyzing selected historical fiction; 4) examining structure and elements of the play; 5) writing an original play based on their historical and literary study; 6) creating set designs; 7) using a word processor program to type and revise the play; and 8) video taping the play production.

PROGRAM OBJECTIVES

The program is designed to lead students to apply skills and techniques in researching a theme; to develop a more comprehensive view of history; to think about history from more than one point of view; to discuss a novel with insight with regard to recognizing conflicts, philosophy, and character development; and to develop a greater interest in books and newspapers. The experience of the program also gives the students an opportunity to share their knowledge and experience with other group members and to demonstrate leadership qualities.

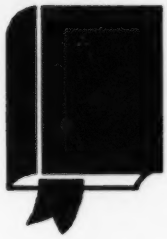
WHAT THE RESEARCH SAYS

Developing self-reliant students should be one of the primary goals of the teacher. However, the fixed walls of the secondary classroom pose a genuine problem for students who are expected to develop higher-level, independent understanding and critical thinking from discrete 45-minute exposures to a single perspective. A number of researchers who recommend interdisciplinary involvement have suggested creative drama as a vehicle for improving the self-reliance of our students. Rubin (1977) found that creative drama improved sequential understanding and recall organization. Miller (1983) showed creative drama enhancing verbal skill and self-concept among students. O'Hara (1984) stated creative drama improved self-discovery, self-expression, and personal development. Searles (1980) described students who were disciplined, better adjusted, self-directed, and self-motivated. Creative drama and holistic activities offer an "experience that requires the use of both cerebral zones and, hence, the whole brain" (McLendon, 1982). In order for gifted students to enhance whole-brain learning, Kersch (1987) recommended innovative ideas, self-actualization, activities that cross subject areas, and independent investigation.

PROGRAM EFFECTIVENESS

The theme of the 1987-88 school year was immigration, with ten groups of students each studying and researching a different immigration group. A 44-item, teacher-developed test was used to measure the acquisition of knowledge about each of the immigration groups. The average score before the research was conducted was 11.1 percent. After conducting the research, the average score improved to 88.9 percent, with no scores below 80 percent for the 45 students who were participating in the study.

The long-term effect of the program is seen in the increasing number of program students who are selected for the International Studies program at Freehold Township High School. Four years ago, only 9.1 percent of those accepted into the International Studies program came from the school in which this program is conducted. That percentage has increased steadily so that 26.1 percent (sophomores) and 25.7 percent (freshman) of the students in the International Studies program are former program participants, now the largest group from any of the feeder schools.



SPECIAL RESOURCES

The program requires a modest amount of materials (paints, brushes, paper) for designing the sets for the plays. More important to the success of the program, however, are the compatibility of the two teachers, the scheduling of a common preparation period for the two, and the back-to-back scheduling of the literature and history classes. Also convenient, although not necessarily mandatory, are access to computers with word processing capability and two adjoining classrooms with a movable wall.

SCHEDULING REQUIREMENTS

The program is conducted over a ten-week period, with the literature and history classes each meeting one period per day.

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NOTES

Kersch, M.E. (1987, April). Integrative curriculum for gifted learners. Paper presented at the Annual meeting of the American Educational Research Association, Washington, D.C.

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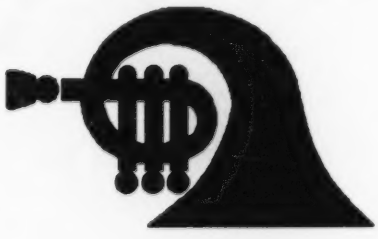

A Museum Program: A Hands-on Approach to the Social Sciences

DEVELOPED BY: Robert G. Shamy

PROGRAM OVERVIEW

The *Museum Program* is a student-directed teaching museum and an integral part of an elective course in anthropology/archaeology for students in grades 11 and 12. As part of their course work, students conduct archaeological field surveys, curate a school museum, and prepare museum exhibits and audio-visual programs for elementary school children.

The museum program involves two basic components:

1. The elective course, Anthropology/Archaeology, a text-based, traditional course in which the students study the concepts and methods of the discipline.
2. The museum and audio-visual programs, directed and curated by the students as part of their course responsibility.

Students collect the materials and artifacts exhibited in the museum through methods of archaeological field survey and contact with members of the community. They then teach the concepts they are learning to elementary school students and teachers who visit the museum to learn about archaeology and the Native Americans of New Jersey.

PROGRAM OBJECTIVES

The students enrolled in this course will:

1. work as archaeologists, curators, and teachers;
2. work in the local community to gather artifacts;
3. teach what they learn; and
4. learn skills, content, vocabulary, concepts, and processes basic to anthropology/archaeology.

WHAT THE RESEARCH SAYS

It is the nature of anthropology that has contributed to its popularity with the young and old. Anthropology is the study of our species and our many forms of adaptation worldwide to the problems of living -- these adaptations are the essence of each peoples' culture. According to Dynneson and Coleman, "The public school curriculum sorely needs a cultural perspective that is scientifically rather than ethnocentrically based" (1986, p. 5).

With an emphasis on archaeology, anthropology can be used to teach both natural and social sciences, as well as mathematics (measuring, mapping, graphing), language, and art (Higgins & Holm, 1986). Archaeological study which includes many areas of interest to students. "...is: a science; an art; a system of values; an integrative component of the curriculum; a method of personal growth; a challenge to teachers and students alike; and a discipline in which one may find disagreement of any of the above" (Cooper, 1986, p. 2).

PROGRAM EFFECTIVENESS

The naturalistic approach selected for this evaluation included systematic observation, a review of all documents related to the museum program and elective course, taped interviews with students and administrators, questionnaires, sponsored

writings, and photography. The main objectives were to examine the museum program as an educational experience and to determine the meaning of the experience for the high school students involved.

From observations and verbal evidence, an outside evaluator has assessed the program as an important and unusual experience for students for three reasons:

1. These are studies in the social sciences, the most neglected discipline at the secondary level.
2. Students have made unique connections between material culture concepts of human development.
3. The museum offers multiple opportunities to communicate knowledge to others in an educative setting.

The evaluator, Dr. David Carr of Rutgers, The State University, has said that "...the Monroe example contains a deep and explicit emphasis on teaching and communicating. This fulfills the museum's promise as an instrument of information and its dissemination."

SPECIAL RESOURCES

The following resources are prerequisites to the full implementation of the course and accompanying museum:

Space: Two rooms equipped and used solely as a museum -- one for housing the exhibits, the other for displaying audio-visual materials.

Community Resources: Individuals to help identify possible Native American sites; access to archives; local historical associations for gathering needed data, artifacts, and information.

Archaeological Field Site: An area for conducting a survey, collecting artifacts, and recording findings.

Equipment: A camera, instruments for excavation, notebooks to serve as logs; audio visual equipment and display tables for the museum.

SCHEDULING REQUIREMENTS

It takes about two years to develop the museum and its teaching program. Once implemented, the course requires five periods weekly for a full academic year plus additional time (on a rotating basis) to teach visiting students at the museum.

FURTHER INFORMATION

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NOTES

Cooper, A. (1986). When we teach archaeology, what are we teaching? Paper presented at the Symposium for teacher of high school school archaeology, New Jersey Museum of Archaeology, Drew University.

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Children in Crisis

DEVELOPED BY: Miriam Kramer

PROGRAM OVERVIEW

The *Children in Crisis* program is a social competence intervention program designed to function as an emotional anchor for the child labeled as low achieving, learning disabled, withdrawn or for students acting out or experiencing difficulty with social integration because of ethnic background. Targeted toward students who are perceived by their peers as looking or acting different, *Children in Crisis* includes both those children enrolled in special education classes and those who are part of the general school population. The program consists of four main components: a problem-solving group; a buddy system linking a staff member with a student; staff training; and a parent education and consultation group. Easily implemented with readily available materials, the program includes social competency games; children's drawings as springboards for discussion; booklets on such subjects as coping, loving, and sharing; and cartoon renditions of problem situations within a school environment. Although these materials provide a structure for addressing the specific problems of the children involved in the program, by far the most important ingredient is the willing staff who donate their time to become active buddies to children in crisis.

PROGRAM OBJECTIVES

Addressing both specific and general problem areas, the *Children in Crisis* program attempts not only to improve social awareness, but also to enhance the child's repertoire of options for coping effectively with peers and teachers. In addition, academic performance is closely monitored in terms of class participation, test scores, classroom behavior, and opportunity for participation in other special activities. Implicit in these efforts and in the comprehensiveness of the program's four main components is the goal of improving the child's self-image by fostering the child's problem-solving abilities in social interaction with peers.

WHAT THE RESEARCH SAYS

The development of social skill remediation programs has received increased attention over the past 15 years as numerous studies continue to report correlations between impaired peer relationships in childhood and maladjustment in adolescent and early adulthood (Cowen, 1973; Roff, 1982). Coie & Krebiel (1984) note that "social skill deficits may contribute to academic failure when children who have social deficits and have experienced daily social rejection become distracted from the learning situation either by their own attempts to engage others socially or by their own internal preoccupation with their social frustration."

Our training approach is based in part on a model developed by Peter McPhail, *In Other People's Shoes*. As is characteristic of the ICPS approach (Interpersonal Cognitive Problem Solving), McPhail's program is divided into three units - sensitivity, consequences, and point of view. Together, these units serve to increase students' awareness of another's individual concerns and to help them incorporate this awareness into decision making that affects others, as well as themselves. It is theorized that retraining thought processes rather than coaching specific behaviors will enhance generalization across a broad range of situations, including but not limited to the school environment (Urban & Kendall, 1980).

Since Hartup (1979) notes that social competencies derive from a child's interactions with both peers and families, the concept of the *Children in Crisis* target population also includes parents. Research suggests that with ICPS training, teachers and parents avoid contributing to the patterns of withdrawal and discouragement that are characteristic of children with social problems. According to Schumacher and Hazel (1984), individuals not only must understand that appropriate social skills can lead to positive consequences, they must also be interested in obtaining those consequences.

To that end, weekly meetings of the teacher-buddy and child are intended to provide the child with positive reinforcement for efforts to use problem-solving strategies to cope with daily social stress.

PROGRAM EFFECTIVENESS

The effectiveness of the *Children in Crisis* program was assessed utilizing two primary measures--change in behavior and change in academic performance. Results of a 23-item behavioral rating scale completed for each child by the classroom teacher before and again after the program, indicate that of the 15 students evaluated 10 showed improvement in behaviors noted as problem areas. A comparison of the academic records of 11 students yielded the following results: eight showed overall academic improvement; one showed no change, and two showed a decline in academic performance.

In addition, changes have occurred within the school itself. The sensitivity of administrators, teachers, and parents has been heightened; and dialogue among staff members concerning childrens' social skills has increased, resulting in a workshop for teachers. Also, participants in the parent group have expressed interest in continuing the program.

Other indicators of success include: student attendance in the weekly group meeting has been excellent; children have routinely asked to become part of the buddy program; there is more seeking out of teachers for discussion of problems in unstructured times during the day; and voluntary participation in the program is growing.

SPECIAL RESOURCES

Although the space and materials needed for the program are minimal (a normal classroom or small room with a round table), a trained staff member (LDTC, psychologist, guidance counselor) is needed to facilitate the program and to conduct the staff and parent workshops.

SCHEDULING REQUIREMENTS

Twenty-minute group sessions are held weekly during lunchtime; the buddy program is held at other unspecified times.

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NOTES

Coie, J., Krebiel, G. (1984). Effects of academic tutoring on the social status of low achieving socially rejected children. Child Development, 55, 1465-1478.

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A Comprehensive Grade Level Discipline Program Based on Assertive Discipline

DEVELOPED BY: Jeffrey J. Sobrinski and Robert V. Marine

PROGRAM OVERVIEW

This multifaceted, yearlong program is designed to develop appropriate student behavior and to encourage the positive social and educational development of each child. The program is based on the idea that students, if given the proper positive consequences, will choose to obey the rules of the class. Although implemented in a 6th-grade class, the principles and materials that support this practice could certainly be used in classrooms at both lower and higher grade levels.

The program, which is based on principles of positive reinforcement, revolves around four positively stated classroom rules. Students are recognized for their good behavior with positive daily and weekly consequences, such as awards, notes, and free time, and monthly consequences, such as a special movie event.

All students start off with enough points to get them into the movie with popcorn and a drink, and all must maintain a certain amount of points in order to attend. Each time students choose to break the rules, they lose some of those points and, consequently, some part of the privileges.

PROGRAM OBJECTIVES

The program seeks to help students discover the worth within themselves to enhance their self-concepts and the worth within others to develop respect for others. To do this, the program establishes unobtrusive ground rules that make it possible for the classroom to be a place where students feel secure and, therefore, able to grow in the confidence and the skills they need to express themselves and to strive to reach their potential.

WHAT THE RESEARCH SAYS

Buscaglia has written (1982) that "If the only tool you have is a hammer, you tend to treat everything as if it were a nail." For too long, we have treated our students like nails; it is time to come up with new tools to promote appropriate behaviors among students. According to Canter (1976), discipline should spring from the student's internal controls and from the student's conscious choice of behaviors, not from fear of punishment. "People tend to value what they do when they believe they have a choice in doing it" (Purkey, 1987).

By providing students with a choice, we provide them with the opportunity to learn the natural consequences of appropriate behavior and to recognize their responsibility for their actions (Canter, 1976). The teacher must set firm, consistent, positive limits while providing warmth and support for students. By responding assertively to positive behaviors, the teacher can teach students that they will get the attention they want and need by acting appropriately.

PROGRAM EFFECTIVENESS

The total number of discipline referrals for 6th-grade students during the 1985-86 school year was 154. Just two years later, after implementing the assertive discipline program, that number had dropped to zero. One principal wrote that "discipline is a commodity desired by the students under this program." Another principal observed, "A rapport has been established and an overall environment created that maximizes the opportunity for internalization of program objectives." Parents were surveyed, and the majority agreed that students enjoyed school more, felt better about the school day in general, and thought that the program was developing a sense of responsibility in their children.

SPECIAL RESOURCES

The program requires a minimum of additional materials to establish an award program: certificates, letters, and access to a VCR and TV monitor for the monthly movie program.

SCHEDULING REQUIREMENTS

Implementing assertive discipline in the classroom is a full-time activity. The recording system and the handing out of the awards is a small commitment of time during the school day. The only major amount of time allocated to the program is for the monthly movie.

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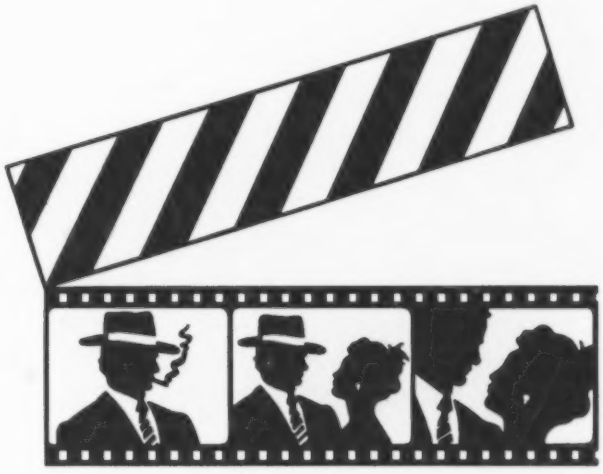

NOTES

Buscaglia, L. (1982). Living, loving, and learning. New York: Fawcett Columbia Books.

Canter, L. (1976). Assertive discipline. Santa Monica, CA: Canter and Associates, Inc.

Purkey, W. (1987). Inviting school success. Belmont, CA: Wadsworth Publishing Co., Inc.

We're Banking On It!

DEVELOPED BY: Sondra Gnehm Lougee

PROGRAM OVERVIEW

We're Banking On It, a behavior management plan designed for use with neurologically impaired, communication impaired, and emotionally disturbed students, may be appropriate for many special education students. The program was developed to motivate students to comply with class rules and to reward desired behaviors. Students earn credit for each hour of appropriate behavior. Credit is deducted for behavior that breaks the class conduct rules. During the course of the school week, the students keep a record of their earnings on both an hourly and daily basis. At the end of each week, their behavior has earned them a certain amount of credit money, which they may spend at a teacher-created store. Each student completes a deposit slip and deposits earnings in a personal "checking account". Purchases from the store require the student to write a check for the cost of the item and to deduct the appropriate amount in their checkbook register.

PROGRAM OBJECTIVES

Teaching positive thinking and expressive skills, motivating students to reach goals, enabling students to make decisions, establishing group cohesiveness, creating awareness of responsibility, and teaching banking skills relevant to life are important objectives of the program.

WHAT THE RESEARCH SAYS

Research indicates that positively stated rules and expectations formulated from the input of students as well as teachers (Schmuck & Schmuck, 1979) encourage students to participate in program activities and enable the teacher to praise the children for their behavior. T. and J. Bryan (1982) note that when students are provided desirable rewards, most of them will perform in accordance with the teacher's requests. Kobrin (1983) identifies the reinforcement inherent in motivational games or techniques through incentives, modeling, and peer group relationships. Thus, the students who follow the rules set an example for the others, who in turn attempt to copy or model the positive behaviors in order to obtain the positive outcome -- in the context of the program, *We're Banking on It*, the opportunity to buy the more desirable items in the store. In a discussion of positive discipline, McLoughlin (1984) states that subject matter must be related to the "real world" and that it must be applicable to the practical surroundings. *We're Banking on It* teaches skills that are real-world based. Students learn to write out deposit slips and checks and to record debit/credit transactions in a checkbook register. They also engage in decision making, which Comer (1986) has suggested is particularly appropriate in the pre-adolescent and early adolescent years when youngsters are just beginning to participate in activities in the world outside the home.

PROGRAM EFFECTIVENESS

The program was evaluated with a pre- and posttest of the banking skills that are the foundation of the program. Although complete scores were available for only five students, the results were encouraging, with these five averaging a positive gain of 52 percent.

SPECIAL RESOURCES

The necessary materials, such as daily time sheets, passbooks, checkbooks, and behavior charts, are available in the teacher/student manual. A glass display case and motivational items for the store are an additional cost of the program.

SCHEDULING REQUIREMENTS

The establishment of the program requires about a half hour per day during the first month of school. After the first month, the time needed for students to record and tally behavior credits is about ten minutes per day, with an additional 10 minutes on Fridays for shopping at the store.

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NOTES

Bryan, J., & Bryan T. (1982). Understanding learning disabilities. Palo Alto, CA: Mayfield.

Comer, J.P. (1986, January). Helping children make the right choice. Parents, 118.

Kobrin, E.S. (1983). Project T.E.A.C.H. Emerson, NJ: Performance Learning Systems.

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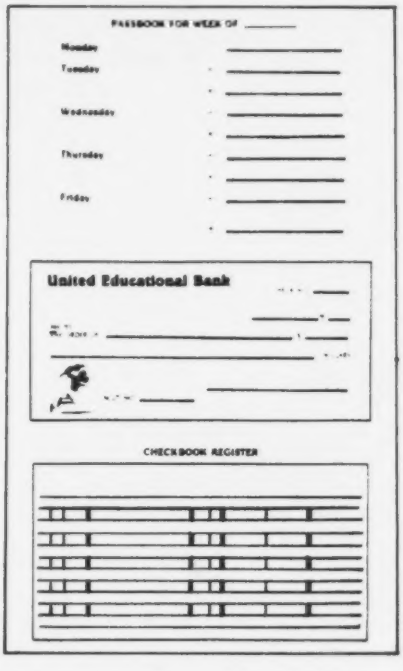

Math Problem Solving Using Both Right and Left Hemispheres of the Brain

DEVELOPED BY: Geraldine Solomita Pizzi

PROGRAM OVERVIEW

This program integrates a right brain instructional approach with traditional left brain techniques to help students have more success in their attempts to solve math problems. Based on differences between the characteristic functions of the right and left brain, this program uses spatial, pattern-seeking, holistic, and visual presentations to complement the traditional verbal, sequential method of teaching mathematics. Although children with left hemisphere dominance are most comfortable with the linear, step-by-step recipe approach to mathematics, those with right brain dominance benefit from visual thinking that is prompted by diagrams, mapping, charts, and pictures, as well as fantasy and concrete experience. This program, which provides both types of activities to accommodate the variety of learning styles among 7th- and 8th-grade students, has been used with students assigned to a mathematics resource room; but the materials have been used more recently with disruptive students assigned to an alternative school program.

PROGRAM OBJECTIVES

The program is designed to develop students' awareness of their own individual learning styles, increase student interest in mathematics problem solving by using materials that correspond to their individual learning styles, and help students acquire a better understanding of mathematics problem solving using techniques that incorporate both right and left brain hemisphere approaches.

WHAT THE RESEARCH SAYS

According to Bernice McCarthy (1987), two distinct learning processes are evident among learners. Some who are perceivers sense feelings, empathize, and connect the feelings to some reality in the world, past or present. Theirs is a holistic, gestalt process of immersing themselves in a situation and an experience of heightened intuitive power. For others, abstraction is the key element. They think through an experience, analyze surroundings, and judge input logically, remaining objective as they take in information.

Most teachers direct their approaches, classrooms, and material selections to this second kind of learner whose thinking is highly verbal, sequential, and analytical and dominated by the left hemisphere of the brain. Davidson (1982) states, however, that the inclusion of right hemisphere techniques in the teaching of mathematics can mean the difference between success and failure for students who are not primarily verbal. The techniques for the teaching of mathematics should promote visual thinking, using images, fantasy (through which children can access their rich store of right hemispheric images and envision themselves in the problem), and concrete direct experiences which satisfy the right hemisphere preference for patterns and wholes (Williams, 1983). Williams believes that this more holistic approach has a better chance for success than the straight verbal, linear, left hemisphere approach.

PROGRAM EFFECTIVENESS

The *Learning Styles Inventory* was administered to determine the most efficient way each student learned. A goal was that by the end of the year the students would be able to identify at least three of their own individual learning styles from a list of nine. Seventeen of the 18 students in the program achieved this goal.

Students also were tested to determine gains in mathematics problem solving, using the Science Research Associates *Problem Solving Subtest* of the *SRA Achievement Services*. The overall results for 18 students showed an increas from

51.7 to 57.1 NCEs. The expected growth on the NCE scale is zero, so these results are quite promising for these resource room students.

SPECIAL RESOURCES

In addition to the standard resources of a mathematics classroom and the teacher and student materials developed for the program, one needs more than the usual number of manipulatives and a camera and film for student use.

SCHEDULING REQUIREMENTS

The program operates during the standard 40-minute class periods, five days per week for the entire school year.

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NOTES

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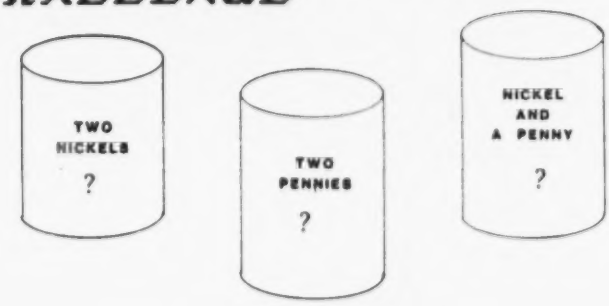
DEDUCTIVE REASONING CHALLENGE



THREE CONTAINERS ARE LABELED INCORRECTLY. ONE CONTAINS TWO NICKELS, ANOTHER TWO PENNIES, AND ANOTHER A NICKEL AND A PENNY. HOW IS IT POSSIBLE TO DETERMINE THE CORRECT LABELINGS FOR ALL THREE CONTAINERS BY SELECTING JUST ONE COIN? (HINT: EACH CAN IS LABELED INCORRECTLY.)

Educational Improvement Program (E.I.P.)

DEVELOPED BY: Arlene Gaona

PROGRAM OVERVIEW

The *Educational Improvement Program (E.I.P.)* was designed to provide its students with an education relevant to and supportive of their vocational and personal needs. The *E.I.P.* differs from the traditional high school in its philosophy and educational goals. Whereas the focus of the traditional high school is on the student's academic and physical development, the educational emphasis of the *E.I.P.* is on personal development. This philosophy is reflected in an environment and curriculum designed to enhance the student's social and emotional abilities as it relates to the student's interaction with his or her environment. The *E.I.P.* is an alternative high school program. It is alternative in its location off campus, in its life skills curriculum, and in the teaching approach to individualized and independent learning.

The special education and disruptive students who participate in this program cannot cope with a typical school day and classroom structure. Their out-of-school experiences have, in many cases, seriously reduced their chances for success in most customary school settings; and academic problems abound. Many display no specific intervention approach in the typical traditional setting. These students are withdrawn or disruptive, and display disrespect for other's property or authority, both in and out of school. Poor attendance has become a major barrier to their success. The *E.I.P.* is designed to provide the environment, support, curriculum, and teaching strategies needed to change their behavior and enable them to become functioning members of school and their community.

PROGRAM OBJECTIVES

The goals of *E.I.P.* include obtaining a diploma, becoming a functioning member of the community, and developing a potential for self-fulfillment. To reach these ultimate goals, students will: further develop academic skills; develop the interpersonal and intrapersonal skills needed in the workplace; solve personal and interpersonal problems through a variety of problem-solving skills; meet responsibilities, expectations, and requirements in their family and personal lives; learn common social conventions and expectations of community behavior; enhance their self-esteem and understanding of self; and acquire skills in goal setting and self-monitoring.

WHAT THE RESEARCH SAYS

Current estimates are that 25 percent of the school population will have dropped out of school before graduation (Whelan, 1985; Mann, 1986). The National Education Association report, *Dropping Out: the Quiet Killer*, and *A Nation at Risk*, both report that extensive funds are expended by business and the military to provide training where schools have failed. The cost to society is also tremendous. The NEA claims that dropouts cost taxpayers $75 billion annually in loss of tax revenue.

Wehlage and Rutter (1986) suggest that schools may, in fact, contribute to the drop-out rate by creating unattainable goals for students who are discouraged by persistent failure. A school cannot strive for excellence, nor boast of accomplishment if it has no alternative for those 25 percent who fail.

Researchers tell us that those who drop out generally have low achievement and/or ability, low expectations, and poor grades. They are often tardy or truant and commonly are identified as disciplinary problems (Catterall & Stern, 1986; Ekstrom, Goertz, Pollack, & Rock, 1986). They have low self-esteem and poor self-concepts (Arnove & Strout, 1980). Trickett, McConahay, Phillips, and Ginter (1985) claim that characteristic disruptive behavior among these students is due, in part, to the students' feelings of powerlessness in a traditional "bureaucratic" school. Drop-out students perceive that their teachers have little interest in them and that disciplinary techniques are ineffective and unfair. It is understandable that the alternative school is applauded for breaking this downward spiral of many of our high school students.

PROGRAM EFFECTIVENESS

The following criteria were used to evaluate program success: students who were newly admitted to the *E.I.P.* would increase their grade point average by 50 percent, reduce absences and tardiness by 50 percent, and reduce disruptive behavior by 50 percent. Students returning to the program would maintain or improve their grade point average, attendance, behavior, and tardiness.

Records for each of the 16 students included in the evaluation were collected on the four variables considered to be indicative of program effectiveness. Results of this statistical analysis indicate that the following goals were met:

- New students (NS) increased their grade point average by 50 percent.
- Incidents of disruptive behavior were decreased by 50 percent.
- Rates of absenteeism and tardiness were reduced by 50 percent.

Analysis of the records of the returning students indicated no statistical difference between last year's and the current year's grade point average, thus maintaining their performance level of the previous year.

SPECIAL RESOURCES

This program has its own physical plant with four rooms for instruction, counseling, and recreation. If the program is housed at a distance from the regular high school, bus or van transportation will be necessary.

REQUIREMENTS

The time required is the same as that required for the high school faculty schedule. The students' day is shortened.

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NOTES:

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S.O.L. (Study, Organization, and Language)

DEVELOPED BY: Margaret Goss, Harriet Hollema, Lorraine Hagen, and Sondra Mittleman

PROGRAM OVERVIEW

One of the most important tasks of an educator is to teach students to be responsible for themselves as learners. *S.O.L.*, an acronym for *Study, Organization, and Language*, is a program designed to give a step-by-step approach for teaching study skills to 3rd- through 5th-grade children so that they will have the tools needed to make learning a lifelong pursuit. The teacher's manual, the focal point of the program, can be used as a separate study skills program, but research and a pilot of the program suggest that it be integrated into all content areas of the elementary curriculum. The manual, which contains objectives, suggested teaching strategies, and assessment exercises, also contains chapters on such topics as note taking from printed materials; listening skills; planning of personal timelines; following directions; study habits; test taking; and report writing.

PROGRAM OBJECTIVES

Students who learn study skills in this program will exhibit an increased ability to follow directions, improved test-taking strategies, better study habits, improved note-taking and report writing skills, and better management of time for tasks.

WHAT THE RESEARCH SAYS

What Works, Research about Teaching and Learning (USDE, 1986) indicates that the way children study strongly influences how much they learn and that teachers can help children to develop better study skills more suited to their individual learning style. According to Dean (1977), however, "Research suggests that study skills are an invisible curriculum, even though it is known that the acquisition of such skills is a complex process and that they are unlikely to be learned informally by most."

Study skills are tools that students can use to learn the content presented, to absorb and apply the material, and to solve problems independently. Learning how to learn on their own is more important to the students than anything else we can teach them. Teaching study skills means showing students how to solve their problems, which has more to do with how they are taught than what they are taught (Graham & Robinson, 1987).

PROGRAM EFFECTIVENESS

Sixty-three 5th-grade students were included in the evaluation of this program. Analysis of data obtained from the study skills subtest of the *Iowa Test of Basic Skills* indicates that the students achieved the levels of anticipated growth.

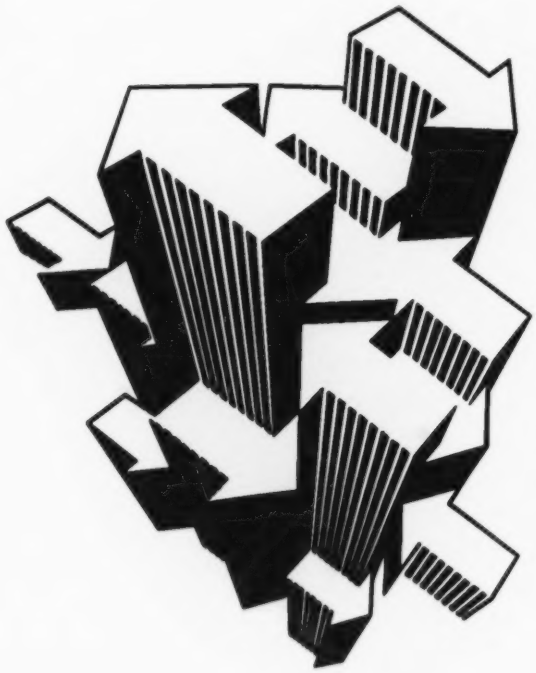
Other measures to gauge the effectiveness of the program included an attitudinal survey and teacher observations. Data from these instruments also indicate improved student skills in note taking, listening, test-taking strategies, and study habits.

SPECIAL RESOURCES

The comprehensive and structured compendium of study skills lessons is required to implement this program.

SCHEDULING REQUIREMENTS

This program is designed to be implemented as part of any regularly scheduled class and is applicable across the curriculum.



FURTHER INFORMATION

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NOTES

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Integrating Technology to Create Multi-Media Classrooms

DEVELOPED BY: Glenn Anderson

PROGRAM OVERVIEW

Schools have spent huge sums of money in the last few years to purchase computers and video cassette recorders that often are underutilized. *Integrating Technology to Create Multi-Media Classrooms* has been developed to promote educational use and integration of these technologies in motivating and meaningful ways.

Using the computer to generate graphics and text, students capture the output with a video cassette recorder, creating such projects as video storybooks, computer plays, digitized yearbooks, video greeting cards, video pen pals, news reports, documentaries, and computer software tutorials.

In the course of this short-term program, they learn to connect the equipment; create diagrams illustrating safe, proper connections; transfer their projects from one piece of equipment to another; enhance their product with graphics and sound; and prepare their work for public presentation. The course results in increased computer literacy, with students conversant in the vocabulary of the field and with products that may include music and voice-dubbed narrations.

PROGRAM OBJECTIVES

This program is designed to help students and teachers learn how to use existing technology more effectively and innovatively in their classrooms and to gain an understanding of emerging integrated technologies, such as desktop video and multi-media classrooms.

WHAT THE RESEARCH SAYS

In recent years, many school systems have equipped themselves with computer and video technology. According to Quality Education Data, the number of public schools with microcomputers doubled from 1983 to 1987. The number of schools with VCRs nearly tripled during the same time period (*Electronic Education*, 1987). Some school districts offer in-service training, and training for using computers in the classroom is available from colleges and universities in addition to state centers. However, the majority of computer-using educators are still in need of training and effective instructional uses of new technologies.

Research on the effects of using computers as a tool is minimal (*Educational Technology in New Jersey: A Plan for Action*, May 1986). Only a few articles dealing with linking computer screens have been published, and only a few have been written about the technique of connecting a computer to a video cassette recorder. Moreover, no work has been published covering the range of possibilities for integrating computer and video technology in an educational setting.

This project has been developed in recognition of the large base of computer and video equipment installed, the need for training, and the lack of information concerning the merging of the technologies in a motivating and meaningful manner.

PROGRAM EFFECTIVENESS

Pre- and posttreatment surveys were administered to 508 participating students in 20 classrooms ranging from grades five through seven. The classes represent a typical sampling of the elementary and intermediate school population in Toms River.

Judging from the results of the survey, it can be concluded that students from ages 10 to 14 can learn the vocabulary specific to the technology and correctly connect computer and video equipment. Further evidence to support this claim is the successful completion of 20 classroom video productions, one from each of the classes involved in the project.

SPECIAL RESOURCES

The equipment needed for this program include a microcomputer, videotape recorder (preferably with audio dub capabilities), extra computer cables (standard RCA composite cords), video tape, and record player or audio cassette player. Computer software to generate text and graphics and records or audio cassettes to provide background music are also necessary to implement the program. A video camera is optional.

SCHEDULING REQUIREMENTS

The project entails a series of six basic lessons to introduce students to integrating the technologies, taping the project, and doing the audio dubbing. However, the actual time required in the classroom will depend upon the specific classroom projects that are undertaken.

FURTHER INFORMATION

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NOTES

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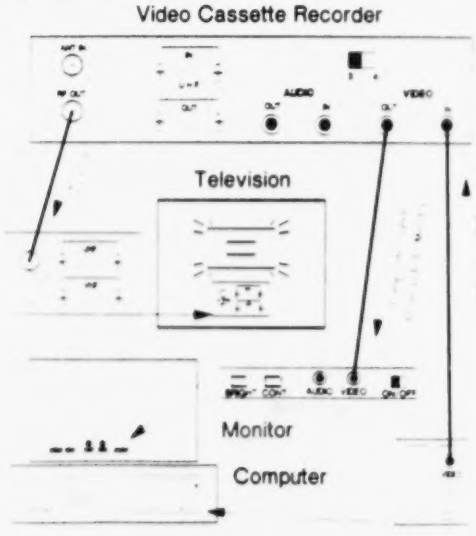

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Following is a listing of New Jersey teachers and programs awarded New Jersey Governor's Teacher Grants in 1986. These programs, disseminated in 1988, are available through the district in which they were implemented. Individuals interested in finding out more about a particular program should contact the district directly.

Governor's Teacher Grant Recipients 1986

Programs	Recipients	Districts
Art, Drama, and Music		
The Art C.A.R.T. Program	Ullom, Madeline	Gloucester
E.S.L.		
Color-coded Sentence Builder	Campbell, Barbara Ruth	Westfield
English as a Second Language Program	Anderson, Jacquetta Miller, Mary	East Windsor Regional
Mathematics		
Classroom Strategies for Problem Solving across the Mathematics Curriculm	Bjerklie, Margaret Jo Hornish, Donna Magda Perry, Patricia	Westfield
Reading and Writing Language Arts		
Brain Compatible Learning Environment	Meara, Philip	East Windsor Regional
Computer-assisted Writing Project	Breslin, Mary Fahey, Patricia Magill, Leah	Ocean Township
Creative Computer Writing	Primiano, Rosalina	Wayne Township
Critical TV Viewing	Stanley, Edward	Red Bank Borough
The Forrestdale Writing Program	Murdoch, Carol	Rumson Borough
The Literary Jackdaw	Johnston, Christine	Bridgeton
The Lone Reader	Dick, Marcia	Paramus
Motivating Writing	Berberich, Robert Van de Sande, Nancy	Rumson-Fair Haven Reg.
Move Over, Dr. Seuss! Here Come New Jersey's Teen Authors	Richter, Alice	Marlboro Township
Planned Activity Center Education	Pecci, Mary Ann	Neptune Township
Prescription for Better Writing	Goodson, Veronica McCart, Constance	Lower Camden Cty. Gateway Regional

Project W.O.W. (Write on: Wonderful)	Evans, Thomas Thomas, Felyce	Oakland
Reading and Writing Connections Across the Curriculum	Marino, Marianne	Glen Rock
Take Home Learning Games	Zaorski, Agnes	Eatontown
Writing: Strategies for All Teachers	Polyak, Christine Toth, Carol	Edison Township
Science		
Physics Data Acquisition and Dissemination	Bump, Wayne Greco, Wayne Mathie, Alexander	Millville
Science and Computers	Cusumano, Joan	Manalapan-Englishtown Reg.
Social Sciences		
Student Motivation in the Social Studies	McGlone, Julianne	Shamong Township
Social Skills/Special Education		
Human Behavior	Mackie, Daniel	Cherry Hill Township
Utilizing Chess to Promote Self-esteem in Perceptually Impaired Students	Levy, William	Hopatcong Borough
Spanish		
La Practice Hace Al Maestro	Raquet, Donna	Mahwah Township
Technology		
AP Computer Science	Haller, Ann	Bernardsville Borough
Computer Applications and the Neat Things We Do!	Richard, Joyce	Haddonfield Borough
Computers as Open-minded Tools for Learning and Problem Solving	Mahr, Donna	Ridgewood Village
Project Tool/Chest	Connell, Mary Ann Oziel, Elinor Rebarber, Ellen Schweitzer, Harriet Zullinger, Margaret	Highland Park

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